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ABSTRACT

This book offers case studies with the intention of eliciting the active participation of its readers. Five discussion questions follow each case to promote reflection and discussion by teachers. The book can be used as whole or in parts by leaders within an institution or by a speaker/discussion leader presenting at other colleges. In addition, college staff and administrators may be able to utilize the cases as well. The book suggests using them in the following ways: (1) faculty development for large groups; (2) small study groups; (3) student discussion; (4) models for case writing; (5) new teacher workshops or preservice teacher training; and (6) individually for reflection. Case studies include: (1) "First Day"; (2) "Different Perspectives"; (3) "Nontraditional Student"; (4) "Dropout"; (5) "Part-Time Instructor"; (6) "Perceptions of Success"; (7) "Math Animosity"; (8) "Classroom Community"; (9) "Classroom Apathy"; (10) "Community College Stereotypes"; (11) "Commencement Reflections"; (12) "Employer's View"; (13) "Art and Life"; (14) "Classroom Trust"; (15) "The International Student"; (16) "The New Teacher"; (17) "Distance Learning"; (18) "The Grade Dispute"; (19) "Classroom Innovation"; and (20) "Theory vs. Application". (NB)

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Cases for Community College Teachers

Thought-provoking and practical solutions for community college educators!

By Dr. Rebecca Kamm

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From the Publisher

Although the number of students attending community colleges is growing and the number of faculty are subsequently increasing, materials relating to this dynamic population remain inadequate. The fine work by an accomplished community college teacher takes a valuable step in filling the gap. The case study approach applied in these pages presents a distinctive view of a unique group of people and provides insight into the unique individuals who teach and learn in the community college setting.

There is little doubt teachers and administrators at community colleges will benefit from reading this book. Full-time faculty at community colleges usually teach more classes than their university counterparts. More part-time faculty are being used at community colleges, which widens the work load for full-time teachers. Faculty have little time to talk individually unless at lunch or during meetings. A book of case studies can be used to encourage teachers to remember they are not alone and help them reflect on instances common to faculty across states and disciplines.

Faculty and administrators who lead staff development on their own campuses and at other colleges will find this a thought-provoking book that can be used for discussion. Faculty study groups can use the book for initial discussion and as a model for writing their own case studies.

Teachers who recognize problems in their classrooms through the case studies might pull specific cases from the

book and distribute them to a class to assist the problem-solving process. Universities that provide teacher training specific to community colleges, and courses related to new teacher workshops, certainly will find this book useful. The applications are endless.

New Forums Press is committed to addressing the needs of community colleges and takes pride in presenting *Cases for Community College Teachers*!

The Publisher
February 2001

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About the Author

Rebecca Kamm earned her Ed.D. from the University of Northern Iowa and has taught for many years at Northeast Iowa Community College in Calmar, Iowa. As a communications faculty, Kamm teaches courses in composition, speech, technical writing, and journalism. She served as an exchange teacher to Denmark and was selected for a Fulbright to China.

Honors include an Excellence in the Field of Educational Research and Evaluation competition award from the Iowa Educational Research and Evaluation Association for her dissertation and a Wartburg College Alumni Citation. Kamm is especially interested in ethnographic research using a teacher as researcher approach.

How to Use This Case Book

The cases in this book were written with the intention of active participation of readers. Teachers in most subjects at the community college level can relate to the variety of instances portrayed. Discussion questions follow each case to promote reflection and discussion by teachers. The cases are nonsequential so individual sections may be extracted as desired. A short description before each case has been included to assist reader choice of selection.

This book of cases could be used as a whole or in parts either by leaders within an institution or by a speaker/ discussion leader presenting at other colleges. Books could be distributed to each faculty member or shared by groups. A leader could read a case aloud or assign roles and act some of the cases

In addition, other community college staff members and administrators may also appreciate the ways these cases could be utilized. The following list discusses ways this book could adapted.

1. Faculty development for large groups. Teacher in-service days can be stressful in some institutions. Resources may not be available to hire outside speakers, and faculty development funding to attend conferences and workshops may be limited. Therefore, teachers and administrators must often brainstorm ways to develop their own programs to motivate and enhance performance and thought. This book could serve as a discussion guide during in-service train-

ing, involving the large group or break-out sessions of smaller groups.

2. Small study groups. Community college faculty are busy people. Full-time faculty usually possess heavy teaching loads. Part-time faculty may teach at more than one college and may not be on campus enough to meet often with other faculty. Committee assignments and student advising might be part of teachers' roles.

This book of case studies would be valuable for use in small study groups, which might meet weekly or monthly to discuss one case per session. The brevity of each case would provide time for discussion. Using study groups could help faculty within the same department apply each case to their own subject areas. Faculty across disciplines could develop groups to become better acquainted and learn about issues in other departments.

3. Student discussion. Many of the cases included revolve on issues regarding students and the classroom environment. Teachers may wish to pull out particular cases that pertain to problems within their individual classes. A case could be read aloud to students, and discussion questions could be formulated to address immediate concerns. Reading about other classrooms is effective because particular people do not feel they are targeted. After discussing the case with fictional characters, questions regarding the classroom at hand could be generated and connections made.

4. Models for case writing. Teachers and institutions may want to write their own case studies. Individual colleges might wish to have a collection of case studies that affect them at a certain moment in time or be used for future discussion involving new faculty. Colleges undergoing self-study might find a case-study approach an excellent way to learn about themselves and record important data. Teachers who wish to use case studies in their classes might first want

to study published cases, then write their own before assigning written case studies to students.

5. New teacher workshops or preservice teacher training. Teachers are being prepared for community college teaching in several ways. Faculty in the technical areas sometimes arrive at their institutions directly from business or industry and are required to complete methods courses in education. Teachers who move from high schools to community colleges need to understand the special population and concerns at a different level of education. University students, particularly in masters' programs, might be preparing directly for teaching in higher education.

These individuals would benefit from using cases to introduce them to scenarios that they might encounter. Being prepared in such a way would help teachers feel more comfortable in a new setting. This book of case studies could be used individually as a required text for a class related to community colleges, or it could be used in conjunction with a text of theory in order to add a practical element.

6. Individually for reflection. Teachers don't need to belong to a group or take classes in order to study their own practices, philosophies, and institutions. Case studies can help teachers reflect individually on issues in their own classrooms and provide impetus for creative problem solving.

The reader is reminded that the characters and places presented in the following cases are fictitious. While the cases are based on common experiences of community college faculty, any resemblance to a specific individual or institution are coincidental.

Case 1:

A teacher describes the first class day of the semester.

As I walked into the classroom, 19 new faces turned toward me. A few faces appeared anxious as they quickly glanced to the side to avoid my gaze. Some faces were hidden behind baseball caps and difficult to see, while other students answered my smile of welcome with upturned lips and bright eyes. One young male with unkempt, blonde hair slouched in his chair with his arms firmly crossed, a woman with pierced ears and nostrils opened her notebook, and a lightly bearded man shuffled nervously in his chair. Typically, the last row was completely filled with young males. Other students were scattered in the first three rows of long tables and stuffed, swivel chairs rescued from a computer lab renovation.

I placed my books on the teacher's desk, which was littered with scraps of paper, assorted pens and pencils, and food crumbs of the previous teacher. This was my last class of the day—2:30 p.m. This was the first day of the fall semester, and I was exhausted. I had earlier introduced the beginning college composition class to two other sections and met students in two sections of another course. I had mailed information to independent study students, helped several lost souls understand their schedules, and answered questions about required textbooks, course requirements, and the upcoming schedule. At least I had time earlier to quickly eat my sack lunch consisting of a turkey sandwich and thermos of milk. I had heard other teachers complain they had no time at all for lunch.

In addition, I had spent many hours preparing for the course. My handouts were in order, I had reviewed the textbook, and my beginning comments were prepared.

I was sure the students were worn out too. Course loads of this group consisted of between 12-18 credit hours. Like me, the six automotive technology students started their school day at 8 a.m. and moved from class to class throughout the day. A couple of students drove 80 miles a day to pursue an education, while several of the teenaged males lived in an apartment away from home for the first time. Two post-secondary enrollment option students drove from their high school to college three afternoons a week in order to receive high school and college credit for two courses. An alternative high school student sat next to a nursing student. Two health information students and several Associate in Arts students rounded the group.

I took roll and introduced myself. Since I strive to develop a community of learners who help and support each other in each class, I believe it's important to personalize the activities as much as possible. Therefore, my lengthy introduction included my interests, hobbies, and family as well as my work and educational history. I asked each student to follow my lead by introducing him/herself. After each student finished speaking, I asked a follow-up question to show interest and shook the student's hand to make a personal connection. The first day of class had officially begun.

Although I have taught this course for several years, it is never exactly the same. I vary activities and assignments, change texts, and design new curriculum. However, the most significant variation among sections deals with the student make-up and how the students drive the culture of the class. Oral introductions and student information sheets help give me an immediate perspective about the class.

The students in this section were a particularly young group. The median age of the general student population at

our community college is 26, and I often teach students in their 30s and 40s. This section's median age was 18, and only three students were in their 20s. In most instances, older students are more mature, possess higher motivation to succeed, and are better able to utilize life experiences to assist them in coursework than students of traditional college age who attend our community college. It appeared as if this group might be a tough crowd to please.

After introductions that first day of class, I carefully described my expectations, the importance of the course, the upcoming assignments, the required textbook, and the extensive daily syllabus. As a student myself, I like to know what will be expected of me at the beginning of the semester so I can plan for the upcoming months. I feel that a major part of being a successful student is effective organization. Therefore, I am well organized as a teacher in order to satisfy my own needs and help students learn better organizational skills.

One of my main expectations is that students attend class each day. This may seem like a simple requirement. However, at our community college as well as others in our state, poor attendance is an issue. This first day of class I tried to emphasize the importance of being an engaged participant of our group.

Another part of my syllabus is a section on what constitutes plagiarism. Unfortunately each year there is at least one student who brings to class an assignment that is obviously not a student's own work. For example, one student submitted an essay to a teacher that was written by a student taking the class the previous semester. We wondered if the student thought the teacher's memory was poor! On another occasion the student forgot to change the header on her friend's essay she submitted as her own.

I told the class about a past incident of my own. One of my students brought me a paper that was beautiful in every way. It had in-text documentation, elegant style, and cor-

rect grammar throughout. The paper was about abortion, and the student (who had never shown me any prewriting) had said he was writing about cars. After questioning, he admitted that his sister "helped" him. In other words, his sister had written the paper for another class and let her brother have a copy.

I hoped that having high expectations of my students would show them that I believed them to be intelligent, important people who can complete tasks to the best of their ability. I emphasized that I was willing to assist students outside class if they were unclear about any part of the process. Therefore, there would be no need to plagiarize.

I gave students a list of the point system and assignments. Again, I feel that presenting such information up front should help students organize throughout the semester.

The journal assignment was explained. Students would be responsible for two journal entries per week. A few prompts were listed on the syllabus, some would be provided in class, and students would have opportunities to select prompts of individual interest. I gave students a list of possible journal entries because in the past students have complained that they could think of nothing of importance to write.

I also described the purpose of keeping a journal and how a writer's journal differs from a diary. When I first required journals several years ago, students often wrote about the weather, their boyfriend or girlfriend troubles, or aspects about daily life. I soon realized that I had not given enough instruction on how to keep a professional journal so I developed a handout discussing the purpose and ideas for entries.

I reminded students that although I would read each journal, it should be written to help the individual. I explained that professionals in many fields use journals. I hoped that making connections between the classroom project and professional interests would further engage student interest.

Next I began a discussion intended to lead students

into viewing attitudes about writing and how they might have changed. I asked students to remember themselves when they were children and first learned to write. If they could not remember that early age, then I asked them to think of a child well known to them such as one of their own children, a brother or sister, or a niece or nephew. Thinking about a real person was intended to give students someone tangible to relate to instead of a fictitious individual.

I asked students to tell me how they first formed letters. After no responses, I picked up a pencil, and held it the "proper" way. "Did you hold your pencil like this?" I asked. Heads shook from side to side and a few snickers were given. As I placed my pencil between my fingers, one student held his pencil in the middle of his fist in opposite demonstration.

Then I asked students if they ever wrote on a wall or piece of furniture. Several heads shook up and down this time. "Why did you do so?" I questioned. "Were you naughty?"

"No!" a voice finally answered. "I just wanted to show the world I could write! Plus I didn't know any better!"

"And what was the first word you wrote?" I prodded.

The same young man replied, "My name. I was so proud to write it."

I told the class the story of my young son who used to scribble on a piece of paper, wad it up, put it in the mailbox, and say, "Mommy, there's a letter for you!" Then I'd have to ask him what the letter said since I couldn't read it.

I asked the class how my son could dare call his scribbles writing. "It was writing to him! Plus he probably saw you writing and copied you," was the answer.

Looking at the past helped us begin an interesting discussion of how we first learned to write, who taught us, and how we felt about writing at the beginning. All students but one were positive about their initial writing experiences. The young man who felt negative when young was left handed

but was forced to write right handed—a negative attitude that has carried with him ever since. Other students related bringing home little stories to their mothers and being praised, incorporating pictures with words, and hanging their work on walls at school and refrigerators at home.

Just as nostalgia set in, I tried to bring in the class connection. "How do you feel about writing now?"

Words such as difficult, boring, and not fun drifted throughout the classroom. As students grew older they had to incorporate spelling and mechanics into their writings. They moved away from creating their own stories to reporting on more academic topics that were assigned by a teacher. They discovered that writing took more time because they had to revise. Then grades were added to stories that were originally completed just for fun.

The question that I did not expect students to answer aloud (but to consider their individual response) was to evaluate what makes writing easy or difficult. I hoped that looking at their backgrounds would help them realize their present attitudes, and students with negative attitudes might rethink their initial response to the class.

When the end of the class session neared, I reminded students about their reading assignment for next time. Then I stood at the desk, smiled, and waited in case anyone had a question. No one spoke with me, but I did hear one automotive student complain to his friend that this was his only class of the day that had not let out early.

Discussion Questions:

1. Describe the first day of a class in which you taught or enrolled. How did your experience compare with the above situation?
2. What teacher preparation is involved before a class begins?

3. Do you ever feel nervous the first day of class? Why or why not?
4. How do you learn the names of your students?
5. How does the first day of class set the mood for upcoming sessions?

Case 2:

One student's views about his college composition course and the differing perspectives between the student and the teacher are described.

The first day of class, I noticed Ed sitting in the back row in the far corner trying to hide beneath his baseball cap. An 18-year-old student in the electrician program, Ed was not excited about the composition requirement for his degree. His journal expressed that "writing takes too much time," "I would never complete a writing if it weren't required in a class," and "I would rather be working on something than wasting time writing nonsense." In a more extensive journal entry Ed wrote,

> One question that always sticks in my mind is why do we have to take this class. You would think that after 13 years of school we would be able to write sufficiently enough to maintain a job. After already having one composition class in high school, I am now taking basically the same thing again. I thought college was to train you for a career, but I don't see how writing a composition has anything to do with being an electrician.

Initially during class discussion, Ed remained silent unless asked a direct question. His preparation for class was minimal, and he was hesitant to fully engage himself in a peer editing group. He said he "hated" his high school English teacher and obviously was not comfortable being in close proximity to me. The first day of class when I walked around the room to shake hands with each student in order to personalize the student/teacher relationship, Ed tried to avoid touch-

ing me by saying his hands might be dirty. I replied by assuring him I could easily wash.

Ed's writing skills did not match his description of competence. His assignments were written at the last moment, he was careless, he did not read the first required essay before the short test, and his journal entries were spotty.

After Ed submitted his first essay for final assessment, I had the opportunity to assess his total writing skills, including revision. Students had been assigned a personal experience essay so they were free to discuss anything interesting that happened to them. Each student had conferred with me individually and spent almost two hours in peer editing groups providing suggestions to each other. My expectations were high.

Although Ed had an excellent story to tell, he did not take the needed time or effort to complete the revision process. His essay was filled with pronouns so vague it was difficult to follow the story. He did not include commas, which made reading difficult. The minimal variation of wording showed lack of depth.

Ed was quite casual when submitting his folder, which he quickly placed on my desk with no comments or sense of embarrassment. Ed's folder was so ripped it almost fell apart.

I was disappointed with Ed's quality of work. He hadn't bothered to reread after revision. Words were missing or repeated, and misspellings glared from the pages. Although Ed had corrected some errors I had marked in the first draft, he did not follow through and check the rest of his writing to locate recurring errors. He had not been to the learning center or seen me for a second conference. Obviously Ed did not use collaboration to its fullest and was not trying to impress me or his peers.

It appeared as if Ed just wanted to hurry, hand in the essay, and be done with it. Poor study habits and lack of organization were reflected in his essays. It was apparent Ed

did not feel a strong sense of ownership in his essays or pride in his work. Frankly, I would have felt embarrassed to submit work of such poor quality.

As the semester progressed, I learned about Ed's bad experiences in high school, the ways he felt betrayed, and the negative feelings some of the teachers had about him. Being in a classroom setting was not desirable to him.

Ed's body language showed his discomfort being in a composition class. The rim of his baseball cap was pulled down to hide his eyes, and he huddled in his jacket, even when the temperature was warm. Sitting in the seat farthest from me also indicated fears regarding the student/teacher relationship.

Although Ed's attendance was good, he was hesitant to participate orally. He distanced himself from other students physically and by his lack of discussion. He pulled away from me during the first conference session and expected me to tell him how to improve his paper without discussion. When I asked him clarification questions about his essay, he blushed. His failure to read the textbook essay for a short test indicated his general disinterest. Due to past educational experiences and people's feelings about him, Ed no longer had high expectations of himself as a student.

Ed's parents supported and encouraged him, and he had earned a B average in high school without studying much. His study habits followed him to college. Since the idea of homework was unfavorable to him, Ed waited until the last minute to complete assignments. He was mostly interested in receiving electrical training, finding a job, and making a higher income.

Ed's apathy initially prevented him from realizing the benefits of writing or a sense of voice. He viewed writing as an assignment to quickly get out of the way. Luckily, Ed's perceptions of these two areas changed as time passed.

At first Ed viewed me in the same light as his high

school teachers with whom he had difficulties. When I realized this problem after reading his journal, I suspected his negative body language and standoffish behavior reflected Ed's fears that his high school reputation might follow him to college and he would not be totally accepted. I realized that before Ed would improve his classroom performance, he would first need to trust and respect me as his teacher. I tried to develop our relationship in a different direction by providing positive reinforcement that he was a good student, and I enjoyed his presence in the classroom. I suggested the school board as a wider audience for his essay about high school and smiled at him often. Soon he began to smile back and no longer hesitated to sit next to me at conferences.

After writing about his negative high school experiences in his journal, Ed decided to use those experiences as the writing topic for his second essay. When he selected a topic of meaning for him personally, even though it was painful, he cared enough to utilize the writing process more carefully and began to understand how writing could benefit him.

Since Ed initially stated his sole goal for the class was to receive a passing grade, I used the journal as a means for suggesting goals more worthy of his abilities. After I discovered his B high school grade point average, I realized that grades were meaningful to him, and he most likely downplayed attainment of good grades to mask his fears that he might not be successful. Once Ed realized good grades were possible for him in the writing class, he strove for higher achievement.

The other breakthrough came when students were asked to complete a short collaborative writing project about the future of community colleges. After Ed read the three, short handouts I distributed to help students get ideas, he asked me several questions about different technologies used at our institution. He was not previously aware of our capabilities.

Then he moved the conversation toward himself and

discussed the low opinion his high school classmates and teachers had about students choosing technical routes at two-year colleges. He said, "All the teachers wanted in class were four-year college bound students."

I briefly disclosed part of our college history, making application to the composition course since this student had been attentive but not very excited to "have to" take the course. I stated that when we were a technical institute, students did not have as many opportunities to take general education courses. Now these courses are required to help students become well-rounded and better prepare for society and the work place. I related that in my opinion, students attending our college pursuing technical majors have the best of both worlds.

As I spoke I saw Ed's eyes widen and his upper body lean toward me. I think he finally realized the importance of the general education courses and understood he was also a "college-bound" student although he took a different direction than his four-year college peers. He told me about high school classmates now attending universities where they were in classes with 600 students, which would not be tolerated at our community college. He appreciated all the teachers knowing him by name and caring about his progress.

I felt this was a moment of enlightenment for Ed. He was finally excited about his learning and development and feeling good about himself.

Discussion Questions:

1. Why was the student/teacher relationship so important in this case?
2. Why did Ed dislike writing?
3. What steps did the teacher take to engage Ed?
4. How do past negative educational experiences affect future education?
5. How can teachers help students change poor study skills?

Case 3

A 42-year-old woman builds enough courage to attend college as a nontraditional student when her son enrolls in college.

Cindy Lou cocked her head as she read the next word in her Psychology textbook: marginalized. Marginalized was a new word to Cindy Lou Miller, but not a new idea. Cindy Lou had felt marginalized for as long as she could remember. Although she came from a family with a lot of love to offer, the family was large and poor. Of the eight children in the family, only her brother Marcus had gone to college. The other siblings couldn't afford tuition and did not understand the nuances of selecting and enrolling in college.

Although they attended a small high school where everyone knew each other, the Miller children had sometimes felt invisible. Cindy Lou recalled several classes where she was assigned a seat in the back row because she was not a trouble maker. She also was too shy to raise her hand in answer to the teachers' questions. Since Cindy Lou's parents couldn't afford glasses for her at the time, she couldn't see the blackboard. Often times she couldn't hear the teachers as their voices were directed in anger to the misbehaving children in the front or the bright kids whose parents were teachers, business people, or doctors.

As adults Cindy Lou and her siblings had discussed their education. Cindy Lou disclosed her last conversation with the high school counselor who told her, "You had better find a husband and get married because you won't be able to find a job other than in a factory." None of the siblings had

been given individual information about scholarships so they thought higher education was out of their financial reach. When the Millers graduated, they took jobs as waitresses, hired hands, and factory workers. The high school guidance counselor's prophesy had been fulfilled.

At the age of 42, Cindy Lou was beginning her higher education. Sitting in her Psychology class, she began to daydream—something she seldom did—and analyzed the circumstances leading her to the local community college.

Like her parents, Cindy Lou and her husband didn't have much money. But they had goals and ambitions for their three children. Alex, the oldest son, was a bright student. His grades through school were A's and B's. "Finally!" Cindy Lou thought. "My college ambitions will be met by my son!"

When the Dollars for Scholars call for donations was promoted in the local newspaper and flyers from the high school, Cindy Lou was delighted! It was promoted that every student who graduated from the community would be given a scholarship. Cindy dug into her small purse and proudly made her donation. Her son would be rewarded for his hard work, good citizenship, and contributions—so Cindy Lou thought.

On graduation day a list of the scholarship winners was listed on the program. Cindy Lou did not see her son's name. In fact, many names were missing. The big scholarships went to the children of local teachers, business people, and doctors—the same situation as Cindy Lou's classmates. "How could this be?" wondered Cindy Lou. But she was too afraid to ask.

Alex was truly a smart student who knew how to take responsibility for himself and make his own opportunities. Instead of waiting for the high school counselor to help him, Alex visited colleges on his own. His research helped him discover he could attend a community college for two years

at less cost than a university and automatically transfer to a state university as an incoming junior. He could further save expenses by living at home, commuting with friends, and bringing a sack lunch to school each day. After he chose a college, spoke with a recruiter about his financial concerns, and provided excellent references, Alex was awarded a scholarship at the college. He was also informed about federal and state financial aid.

Alex brought the forms home and showed them to Cindy Lou. Then he started a conversation that changed Cindy Lou's life.

"Mom," began Alex in a voice containing excitement yet caution, "I want you to look at something. These are financial aid forms. I will complete them and submit them to the college. Soon I'll be notified about the government aid I will receive. Due to our family income, I expect to receive enough funding from the government, scholarships, and work study to pay most of my tuition. I will find a part-time job to earn money for books and other expenses."

"Honey, I'm so proud of you!" exclaimed Cindy Lou. She'd always described her son as outgoing and was pleased by his ability to take action.

"Mom, I didn't tell you this for my sake," continued Alex. "Anyone could fill out these forms. You don't have to be a teenager. There are many opportunities to attend college. Mom, you could fulfill your dream and become a college student."

Alex's comments took Cindy Lou by surprise. She gasped, "What? Oh, no! I'm too old! I'd never fit in with other college students."

Alex let out a big laugh. "Don't be old fashioned, Mom! There are many older students returning to college. Have you driven by the community college lately? I heard the median age is 27. Even grandmothers attend school there! You should walk into a computer lab sometime. Often there

are elderly people working on the computers alongside teenagers."

"I can't use computers!" exclaimed Cindy Lou. "I've never touched one before!"

"They will teach you! It's easy!"

"I don't even know where to start to apply for college."

"No problem! I will help you!"

"What would be my major?"

"You wouldn't have to decide today! You could begin with general education courses and see where they lead."

Alex's idea sparked a long-time desire. He knew his mother well and had constantly listened to her lectures on the importance of receiving advanced education. She always looked wistful when discussing college due to her lost opportunities. He hoped his encouragement and belief would be enough to spur his mother into action.

"Hey! I made an appointment for you on Tuesday of next week. You can't let me down."

Cindy Lou knew she shouldn't disappoint her son. But she had let herself down. All those wasted years, wanting to be more assertive but not knowing how to express herself. She felt she didn't have the vocabulary of a professional or experiences that would allow her to be successful. Would she follow through with her son's advice or disappoint herself one more time?

As Cindy Lou gazed at her son, she thought about the two of them blazing the educational trail together. "If Alex can do it, why couldn't I?" she questioned. The two of them could discuss readings from their textbooks, compare grades, and discuss experiences. If she was ever going to take the plunge, this was the moment.

Cindy Lou's face flushed and a smile formed as she affirmed, "Yes, I'll do it! I'll take a chance!"

After a semester and a half of college, Cindy Lou was

not disappointed. Sure, the first day of classes she was confused about her schedule, course requirements, and teachers' names. She thought the campus was huge, and she'd never find her way around. But people were friendly. The teachers understood why she rushed into class late. Students of all ages introduced themselves to her. She soon felt welcomed and comfortable.

In her psychology class she was learning about different ways to communicate, assessing her own strengths and attitudes, and how to think about life in a whole new way. She was discovering ways to look inside herself, analyze how her past had influenced her current thinking, and decide how to make changes. Learning was fun!

Cindy Lou jerked when the teacher's voice snapped her out of her daydream. Before concentrating on the lesson again, she whispered to herself, "Why did I wait so long?"

Discussion Questions:

1. What prompted Cindy Lou to develop enough courage to finally enroll in college?
2. What circumstances frequently lead students to postpone college?
3. What.role do confidence and expectations play on students' ability to learn?
4. Are students at low socio-economic levels treated differently than other students in the American educational system?
5. What types of education do students need about the college application process?

Case 4

A teacher describes a class where several students withdraw. One potential dropout returns and successfully completes the course.

Although my other classes were going well, the last class of the day caused me headaches. Not only were the students tired and hungry after sitting in classes for six hours, they were unmotivated and possessed several personal problems. My high expectations of the students did not impress them. Although I tried various avenues for retaining students (calling them at home, giving their names to the college counselor, offering extra assistance, and encouraging attendance at the learning center), several students withdrew from the course or just stopped coming.

Two women who were failing due to poor attendance and lack of assignment completion visited with me about switching to an earlier section with another teacher. One woman claimed a baby-sitting problem, and the other said her work schedule had changed. I arranged their transfer, but their unproductive behavior continued, and both women failed the course with the other instructor.

A young male without an attendance problem would not complete his written assignments. He told me he could write okay but not within a scheduled time frame. One day I sat next to him and wrote an outline he could use to develop the topic of his choice. When I saw him in the computer lab later, he was using the Internet and told me he could not concentrate on writing that day. Another day he discussed his assignment progress as, "I have it in my head but haven't had

time to write it." He would not complete any assignments and refused to seek assistance. I recommended he audit the course instead of drop so he could better prepare for the next semester. Unfortunately, after receiving audit status he stopped attending class.

Another young man was away from home for the first time. He had to deal with maintaining an apartment, buying groceries, cooking, and paying rent and utilities. He had chosen not to enroll in developmental courses, and his basic skills had not prepared him for work at the college level. He felt overwhelmed and ashamed to seek help. Finally he decided to lessen his course load by dropping two classes.

A nursing student who was married with two children stopped attending after she learned she had a hereditary disease. A woman suffering from depression stopped taking her medication and lacked the energy to attend class. A student with a past history of drug and alcohol abuse and light criminal activity could not put his personal problems aside enough to remain focused on his education. A young woman who wrote about her love of frequenting bars and drinking alcohol soon lost interest in the class and dropped.

These students did not have the maturity level or interest to engage themselves in the course or had personal problems that weighed on their minds. My attempts to motivate them, place them in supportive group settings, or provide individual options were not enough to pull students through the course.

One of the electrician students who was lukewarm about the course requirement attended regularly at the beginning of the semester and put effort into his assignments. He was well liked by other students and appeared to adjust quickly to the environment of this particular group.

Then his attendance began to slacken. He missed two Fridays, then did not attend for two weeks. In his journal he stated his only interests were drinking, smoking, and work-

ing. He also added, "My study habits are pitiful and useless. Why are they useless, you may ask? Because I don't have any." The other students told me he was "around," just not attending any of his classes. They implied he was spending most of his time "partying."

My thoughts were, "I can't lose another one!" Of the nineteen students enrolled, two had transferred to another section, one had switched from credit to audit status, and five had dropped the course or stopped attending.

I tried calling the current non-attending student at home, but someone else was living at the number he provided. I sent the student a letter to express my concern, but he didn't respond. In the meantime, his classmates were trying to encourage him. He was not attending his electrical courses, and his program instructor was also trying to encourage him.

One day the student returned. He never asked about assignments or even said hello to me. He just sat in the back of the room looking embarrassed. I had the rest of the class begin writing in their journals so I could meet privately with the electrician student in my office. I said it would be a waste of his time and money to fail the class near the end of the semester, and it was too late to drop the course. Based on his past performance, I had confidence he could do well.

The student related that he really did not want to attend college; he just wanted a job. Over the past couple of weeks he had realized that "partying" wasn't getting him anywhere, and he tired of those activities. He had decided to finish the semester and take a job the following semester. I agreed he had made a wise choice because he might appreciate the credits later, and he would feel good about himself for finishing what he had started. I also added, "Besides, I want to see your face every day!" He smiled and assured me he wanted to pass.

Before the next class session I saw him in the hall on

the way to class. I threw up my arms and joked, "It's Friday! And you're here!" I was pleasantly surprised when he reached to give me a little hug.

When he entered the classroom, other students teased him in a friendly manner. They were also relieved to see him return. Comments such as, "You're here?" were students' way of welcoming him back. The student was obviously pleased with the attention. He grinned the whole hour and laughed aloud when a classmate slapped him on the back.

This situation reminded me of the prodigal son story. The student returned to the fold, I gave him extra time to complete his missed assignments, and the whole class welcomed him. He was able to pull himself back into the educational arena because of the support of his peers. At the beginning of the semester he aligned his identity with other students who understood the relevancy of all their general education classes as well as our class. He seemed to enjoy the social aspects of the class and recognized his literacy skills were improving. Although other forces temporarily drew him away from our class, when he came to the conclusion that he had lost footing, he easily repositioned himself in our group and successfully completed the course.

This student had felt a sense of belonging as he met class expectations and developed competence within our group. Shared understanding, trust, and respect developed due to student/teacher and student/student relationships. The student was able to return to the class because he knew he was valued and accepted.

On the last day of class, I distributed final grades to all the students. I was pleased that one potential dropout remained in the class, and he appreciated the grade and credits he earned. However, I felt upset that I was not able to retain all students.

Discussion Questions:

1. How does persistence vary among students?
2. Does time of day affect the learning process?
3. How can a sense of classroom belonging be developed?
4. Discuss ways teachers try to retain students.
5. How do you feel when a student fails?

Case 5

A part-time instructor experiences difficulty with her part-time status and the way she is treated by her supervisor.

Carrie rushed in the front door, stomped into her living room, and plopped on the couch. She didn't have enough energy to remove her coat before lying on the soft pillow awaiting her.

"Another bad day at work?" asked her husband Bob cautiously.

"You said it," muttered Carrie. "Being a part-time teacher has its drawbacks."

"Are you thinking about the lack of benefits or preparation time?" questioned Bob.

He particularly remembered the semester where an hour of preparation time per week was granted randomly to some part-time faculty. When the discrepancy was discovered and complaints were made by faculty not receiving the benefit, the college decided that the costs were too high and no one would receive extra compensation.

"I can live without the benefits because I enjoy teaching. What really bugs me today is a new way of which I'm being taken advantage." Carrie shook her head and lowered her eyebrows in disgust.

Bob wondered about the new twist in his wife's position. As a part-time instructor at the local community college, her schedule changed due to enrollment, time demands, and availability of other part-time teachers. One semester Carrie would be loaded with classes, while the next semester might be "slim pickings." Administrators were careful to

monitor faculty members' work load to avoid having them fall into the full-time bracket.

"Listen to this," Carrie continued. "Yesterday I was told that I would have to teach two classes at the same time—the beginning and advanced computer course. The reason given to me was there weren't enough students enrolled in either section to make the class pay. My supervisor did not want to lose those students so she scheduled the classes together."

"Didn't you talk with her about your concerns?" ventured Bob. He knew the word supervisor meant Susan Neilson, the head of the business department, and a woman who did not communicate well with her staff.

"Of course!" Carrie retorted. "First of all I told her this procedure was not educationally sound. I would have to ignore half of the class while I taught the others. Susan said it would be no problem because I could give one group 'something to do' while I lectured to the others. Then she said computer teachers mostly walk around the room and help students individually anyway."

"That's not true!" exclaimed Bob with amazement. "You give all sorts of demonstrations and instructions!"

"I tried arguing that point, but Susan just gave me a blank smile until I had finished speaking. Since it appeared as if she wouldn't back down, I told her she could at least provide extra monetary compensation since I would be teaching two classes. However, she disagreed."

"What do full-time computer faculty think about this idea?" wondered Bob.

"About two years ago, one of them was required to do the same thing," explained Carrie. "Afterwards she refused to teach double scheduling of classes. That's why the supervisor has put this load on us part-time teachers."

Bob shook his head, then tried to think of something positive to say. "Well, at least it's just for one class."

Carrie began to laugh. "Ha! As I started to tell you, this incident happened yesterday. I didn't have a chance to tell you about today's story."

Bob cringed, waiting for the next account. "I am here to listen!"

"You know I'm teaching the Desktop Publishing course that meets once a week. It's an intensive course because there is so much to learn, and quite a few projects are involved. The class started two weeks ago. It is a small class of 12 students, and I thought it would be a good group to teach. The students were becoming comfortable with the course set-up and seemed excited with the idea of becoming proficient in making brochures, newsletters, and so on."

"That's a good start," said Bob, knowing his wife was leading to some type of difficulty.

"Yeah, the start was good," repeated Carrie with nostalgia. "It's the rest of the semester I'm worried about.

"Today Susan entered the class after we had already started. She motioned for me to come to the back of the room. Then she disclosed that she would be joining the class! Two weeks late!

"The problem is two-fold. First, she has not met the prerequisite of the Desktop Publishing course, and I don't see how she can keep up with the rest of the class. Second, she has taken computer classes with other teachers before. She has never finished one. Her pattern has been to attend a few times, then fail to return. However, when she had work to complete for the college, she called 'her instructor' to help her. Helping meant the teacher spent several hours of her own time completing the supervisor's project. Now it's my turn!"

Bob had heard Carrie's frustrations about being a part-time instructor since she first started teaching. He knew she didn't want to give up her position because she loved the atmosphere the other faculty had produced and enjoyed meet-

ing the students and teaching them computer skills that would help them personally and professionally. If only the administrative problems could be solved.

"You have to do something!" demanded Bob. "This situation represents a misuse of power!"

"The frustration is there is nothing I can do," replied Carrie as a few tears formed in her eyes. "If I press the point further, Susan will give me a small teaching load with split shifts next semester or maybe replace me altogether. I remember last year when she told me, 'If you won't follow my instructions, I'll find someone else who will.' I am powerless."

Discussion Questions:

1. How could Carrie have improved her relationship with her supervisor?
2. What other frustrations are faced by part-time faculty?
3. How do teachers' frustrations at work affect their home lives?
4. Should more state laws be passed to protect faculty?
5. How do administrator/faculty relationships differ depending on the management style of administrators and philosophy of faculty?

Case 6

A young woman initially does not view herself as a successful student. The student's perceptions change in a positive direction during the semester as she fully engages herself in each element of the learning process and classroom community.

Diane was an extremely shy young woman. She came from a very small high school graduating class, and her parents encouraged her attendance at college. She was enrolled in the Dental Hygienist major, and this was her first semester at college. Although she knew little about her major, her enthusiasm for learning was apparent. During high school she had toured a dental facility, was impressed by the site, and decided she wanted to work in a similar setting.

One of Diane's first general education classes was Human Relations. Several papers, speeches, and other projects were assigned throughout the semester. The instructor believed in the value of writing across the curriculum and required weekly written assignments. Diane's interest in the class and her work was minimal.

Diane's first draft of the initial essay assignment showed little effort. She had not used spell check, sentences were incomplete, and the paper lacked organization and cohesion. Yet she kept an open mind as indicated in her journal. "I think that it's all right to take composition in college. I can always use help. I still spell like a 7th grader and don't

want to make a fool of myself at the job by not punctuating something right."

Diane did not see herself as a writer. The only time she wrote in high school was for required assignments, and she had never written an essay over one page. Mostly she had completed grammatical worksheets and learned vocabulary and spelling words.

In addition, Diane did not view herself as a deep thinker. In the past she quickly completed homework to meet course requirements. She did not feel her assignments were personally rewarding.

After reading an essay in the Human Relations text dealing with family relationships, Diane decided to write her second assigned essay about her relationship with her sisters, who she described as pests. Diane had experienced a sense of belonging in a study group, and was beginning to feel more comfortable with the teacher. On occasion she stayed after class to tell the instructor a little about her life.

Diane worked much harder on her second assignment. She had selected a story of meaning to her. She wanted to share her frustrations and entertain her audience, who were finally real people to her.

The third writing assignment was an opinion paper. Diane needed too select a topic regarding communicating across cultures. This assignment included an extra component: students were asked to connect their opinion to current research. Diane learned how to avoid faulty logic and extend her thinking. Again, she used her peers and instructor as a preliminary audience to help her clarify her expression.

As Diane's confidence increased, she became more willing to share experiences during class discussion. She requested several conferences with the teacher to discuss her essay, instead of settling for the one required meeting, in order to perfect her writing. She visited the writing center for additional assistance and began to talk more with previously

unfamiliar classmates. Soon her appearance changed with a new hairstyle and trendy clothing, and her work and speech exuded more confidence.

By the end of the semester Diane had changed from an insecure writer to someone who better understood her own process of writing. Since she had begun to better understand grammatical elements after discussion in conferences and class lessons, she could write with more ease. Writing for a real audience helped her realize the importance of her words and experiences. Connecting writing with her major produced added enthusiasm.

The following information describes aspects in the classroom that proved valuable in assisting Diane.

Modeling. Modeling was a very effective technique for Diane. She was a careful observer and learned from other students as well as the teacher. She tried writing strategies used by authors in text essays and discussed in class. During conferences the teacher wrote sample sentences, explaining how to develop a complete sentence and identify weak pronouns that should be deleted. Diane's writing improved as she actively analyzed the models and connected them with her own writing.

Writing connections. Diane used the writing assignments to consider topics of importance to her own life. In one essay she wrote about her opinion on a topic she wanted to better verbalize. In her journal she said she was beginning to recognize how writing for different purposes and audiences would help her in the Dental Hygienist field.

Developing relationships. Initially Diane was quite shy with her peers and teacher. After she wrote the first draft about her relationship with her sisters, the teacher described the relationship she had with siblings as a teenager and laughed with Diane as she related some funny experiences. Diane seemed to open up afterwards because of the shared experiences. She realized the teacher's purpose was not to judge

her, but to assist her writing progression. The personal contact and laughter gave a more personal context to the student/teacher relationship.

Collaboration. Diane's shyness with her peers quickly dissipated once she became acquainted with them. It was helpful that groups were assigned so she was forced to meet new people. She became an excellent group member and actively provided suggestions for revision and support for peers. One student volunteered to help her become better acquainted with computers and stayed after class to sit next to her in the computer lab. As Diane's relationships strengthened, so did her confidence in herself.

Varied activities. Diane enjoyed several of the class writing activities because they were new to her. She said no one had explained certain grammatical rules before, and it was helpful for her to understand why the rules existed. She even took a leadership role on occasion in small groups and remained on task when completing in-class exercises. She soon took risks in speaking aloud and trying new writing strategies.

Goal setting. As Diane saw her writing improve, she began to set achievable writing goals for herself. She wanted to use more professional words and make her sentences clearer as well as become a better speller. She set higher standards for herself as a student, and the quality of her work as well as the effort she made quickly rose.

Discussion Questions:

1. What other techniques might have helped Diane?
2. Would the approach discussed in this case work with all students? Why or why not?
3. How could each of the six techniques described in this case be used in other classroom settings?
4. What part do intrinsic and extrinsic motivation play in students' change of perception?
5. What impact does the student/teacher relationship have on learning?

Case 7

A math teacher new to the community college setting is surprised by the animosity of some students toward mathematics and considers the stereotypes related to her subject area.

Angie was feeling on top of the world! Her husband Jim had received a position at Ambrose College after teaching for ten years at a smaller four-year college, which meant the family would have to move. Their two children, Elizabeth and Jarod, presented no resistance to the move and quickly made friends in their new neighborhood. Although Angie initially thought it would be relaxing to be a housewife with no job responsibilities, she did not hesitate to answer the advertisement about the full-time math faculty opening.

Angie had always loved numbers. In grade school she worked extra problems in her math textbooks. In high school she quickly advanced through all the upper-level math courses offered and enrolled in advanced courses at the local college her senior year. She even enjoyed doing counted cross stitch as a hobby! Teaching math was natural for her, and she had enjoyed several fruitful years teaching advanced math at the high-school level. Now she would be teaching beginning math courses at Northwest Community College and was looking forward to new challenges and excitement.

At the end of the first day of classes, Angie felt great. She had met all her students and began to learn some of their names. Her well-organized syllabi would help her maintain orderly classes, and the textbook mirrored her philosophy.

She loved the college itself—the homey feeling and bright hallways. Her colleagues were friendly, and it was obvious they genuinely cared about the students.

Angie used a classroom assessment technique the first day in all her classes to discover initial information about her students. She distributed a 3" x 5" notecard to each student and asked them to briefly write their experiences, feelings, or concerns about math. She asked that no names be included so students would disclose information without fear of recognition.

Angie picked up her pile of notecards, deciding she would finish her tasks before going home to her family. Her spirits fell immediately when she began reading her students' comments.

"Daniel!" Angie shouted to her officemate, another math teacher. "Listen to what my students wrote about math!"

Daniel looked away from his gradebook and turned his chair toward Angie. "Okay. I'm ready to listen!"

"I will read a couple of statements to you. None of them are positive! 'I hate math.' 'Math is drudgery.' 'I dread this class and wish we didn't have to take it.' 'Math does not pertain to the real world.' 'How will math do me any good? When will I ever use this stuff?' 'I am terrible at math so I saved this class for my last semester here.' 'I chose a non-math major to avoid math, and I don't understand why I have to take this class anyway.'

"Why do all of these people hate math? Math is needed for every part of life! I don't understand these attitudes!" exclaimed Angie.

"Welcome to my world!" answered Daniel with a chuckle. "I've heard all of those statements before. Many people are intimidated with math. They don't understand it, and some teachers do not have the patience to let kids discover mathematical concepts for themselves. Student are resistant because they perceive math to be boring and unre-

lated to life in general. Some students who have not understood the basic concepts have been misplaced into classes for which they are not prepared. They are totally lost. Other students have been told they can not use calculators, which is ridiculous in my opinion. On the other hand, students who do well at math can't get enough of it."

"Well," began Angie curiously, "what can I do to engage my students? Your last group was smiling when they left your class. Obviously you've learned some tricks."

"Of course!" Daniel affirmed. "I use a variety of techniques and assignments to catch the interest of my students. I show students how to easily integrate functions using calculators and teach them how to do statistics on computers. Naturally not everyone leaves my classes loving math, but most of them expand their skills and improve their attitudes. I might share some of my knowledge with you—for a price!"

"How does a home-cooked meal sound?" asked Angie. She had been meaning to invite Daniel and his family to her home anyway.

"It sounds great as long as you don't serve fish," said Daniel as he folded his gradebook. "What would you say is the general stereotype of a math teacher and math class?"

Angie thought about old movies and some of the teachers she had in junior high school. "First of all, a math teacher is a nerd without a good sense of humor. The teacher sits in back of his desk and lectures. Then he stares at the chalkboard as he quickly works problems without adequately explaining the concepts. Homework consists of 20 or more problems that are basically the same. Word problems include boring situations that appear unrelated to general life and use common names like John and Mary. If an example uses a more culturally diverse name, you can bet on Maria, Jose, or Kim."

Daniel nodded in agreement. "The first rule is to chuck the stereotype by presenting yourself in a different way and

using a variety of approaches. It's challenging but possible to turn students on to math who never before believed they could enjoy numbers. I am always thinking of examples that pertain to students' lives."

"I structure the class to be lively and entertaining so students enjoy themselves. I'll admit, I sometimes put on a performance! For example, I might connect an activity to a holiday like a Friday the 13th quiz that uses black cats in the problems to be solved. This type of teaching might not work well for every teacher, but I enjoy myself! I realize that motivation has many faces. What motives one student may be different from another individual. With a variety of activities, I'm bound to interest at least a few people at a time!"

"What's rule number two?" asked Angie.

"That's easy! It's a rule that could be used in any classroom but works especially well for a class like math where students often possess fears about success. Don't dwell on the negative—try to remain positive. When students complain about never needing math, I don't try to argue. Instead I provide one of my many examples that tie math with everyday life and the students' major or areas of common interest.

"Could you share a specific example of a student you helped?" asked Angie.

"Certainly! A couple of years ago an 18-year-old boy straight from high school was enrolled in my beginning math class. His family members were not well educated, and he was the first one to attempt college. He portrayed much resistance by not turning in assignments and involving himself very little in classroom activities. He had low confidence in himself as a student and lacked commitment.

"I could have let him fail, which would have meant one less set of papers to grade. Instead I required him to remain after class so I could monitor his homework progress. I checked each answer before he left and circled the wrong ones so he could redo them before the due date. Soon he got

into the habit of completing required tasks and asked for my help when we were alone. One day he even disclosed, 'This is the first time anyone has explained these concepts to me so I could understand them.'

"However, he still wouldn't participate in our whole group activities. I believed it was important to expect him to become a real class member in every sense of the word in order to prevent him from slipping through the cracks at our college.

"One day I planned an activity that involved my calling on each member of the class individually. I had saved a question for my troubled student that I knew he could answer. I called on him near the end of the activity so he could use the other students as models.

"When I asked this boy the question, he stared at his desk and would not speak. I thought, 'This kid is playing me like a fiddle by not answering. If I don't get him to speak now, he might never participate fully.'

"I watched the boy and waited. The time ticked by: 15 seconds, 20 seconds, 45 seconds, 2 minutes. Finally another student couldn't stand the silence and yelled, 'He doesn't know the answer!'

"I calmly replied, 'Yes, he does,' without taking my eyes off the boy.

"Finally he looked at me angrily and shouted the answer. I continued the class as if nothing special had happened. By waiting, I gave him enough time to build courage to speak. If I would have skipped over him, I would have given the message that he could not work the problem or contribute to class."

Angie looked at her officemate with wide eyes. "Did he remain angry with you?"

"No!" Daniel stated. "Later he told me that speaking in class gave him confidence to join the college basketball

team and to extend himself more in all his classes because that's what teachers expected!"

Angie was grateful for her officemate's advice. "So deep down, my students might not be as negative as they think. It could be a matter of fear of failure or misunderstanding of the purpose of math. But I can help my students overcome these feelings."

"Now you've got it!" encouraged Daniel. "Put on your thinking cap, and start that dog and pony show!"

Discussion Questions:

1. Why do some students fear math?
2. How do negative attitudes toward any subject develop?
3. What strategies do teachers use to engage students?
4. What stereotypes do students have about their academic and technical subjects?
5. Do teachers need to entertain students in order to motivate them?

Case 8

A teacher works hard to develop a sense of classroom community. Breakthroughs occur as the teacher tries a group activity to engage the students.

Pam

"How will I meet new people when there are no dorms?" Pam asked her mother after returning home from her college classes. Pam's sister recently graduated from the University of Northern Pacific. During holidays Pam listened to stories about dorm life as her sister flipped through photographs and described each of her friends in detail.

Pam was fresh from high school and started her higher education at a commuter community college a short week ago. She was amazed at the overflowing parking lot and the numbers of students of all ages milling in the hallways.

"I don't know anybody," continued Pam in a whiny voice. "The woman sitting next to me in my marketing class is in her 40s. We have nothing in common. Some of the guys act so immature. I don't feel as if I belong."

Pam's mother Helen shook her head. "You made the decision to attend the community college, remember? You said the university was too large, you couldn't handle the crowd, and the 4-year colleges you visited were too expensive. Don't back out of your decision after only one week. Give college a chance!"

Helen had been concerned about Pam's fears and lack of direction during her senior year in high school. Pam's unspoken reason for not attending a university was her fear about leaving home. Helen finally convinced Pam that she

needed to at least try college and hoped Pam would develop enough confidence to spread her wings further. Pam's high school class had been cliquish, and Pam's few close friends had decided to attend college in other states. Pam felt abandoned and lonely.

Pam knew better than to argue further with her mother, so she muttered under her breath.

"What did you say?" quizzed Ellen.

"Nothing," sighed Pam as she plodded to her bedroom.

Pam did not have a good first week of college. She remembered happier times when she wore a fresh, new outfit the first day of school. She and her best friend Ashley walked to school together each morning, giggling and chatting until they reached their destination. Her high school was filled with familiar names and faces. Now she was back to square one, and she was afraid.

Helen paced the living room floor for a few minutes in frustration. She was concerned that her daughter might quit school. All summer Pam was negative and fearful that she wouldn't succeed. After her friends left for college, Pam spent most of her time in her bedroom listening to music or watching television. "If she doesn't feel better about college soon," thought Helen, "she might hide in her room forever. I must do something!"

Helen retreated to her own bedroom where she could concentrate on a solution. She picked up the telephone book, looking for a name of an acquaintance who might help. Her finger scrolled to Jack Thomas, a member of her church and Pam's marketing instructor.

Helen pictured Jack as she had observed him in the community. He was quite friendly—always calling people by name and asking about their health or family members. His white hair made him look distinguished, although his outdated clothes didn't necessarily indicate a modern man!

Although Helen didn't know Jack personally, she knew he'd recognize her from church events. Maybe he'd be worth calling.

Steve and Justin

Steve and Justin rough-housed in the hall before class. They had attended high school together, rode to college together, enrolled in the same major, and had the same class schedule. They loved discussing the "good old days" of being high school seniors, partying on weekends, and playing tricks on their classmates. Both of them knew the principal's office well but had never been in trouble with the law.

"Hey, Buddy! Catch this!" yelled Steve as he tossed his friend's textbook across the hall. Justin caught the book before it hit a young woman hurrying to class. She scowled and carefully watched the two guys as she passed.

"Look at that skirt!" exclaimed Justin. Both young men giggled again.

Steve and Justin were difficult to tell apart. Both had short-cropped, blonde hair hidden under baseball caps. They wore blue jeans and black T-shirts with names of rap and alternative music bands.

Their attitudes about college also matched. Steve was attending college because his dad said he couldn't take over the family business (a car dealership) without a college degree. As Steve liked to brag, "My future is assured. Why should I have to work at it?"

Justin already had a full-time job. However, his parents expected him to attend college. They were both college graduates and believed in the value of higher education. He'd tried arguing with his parents about free choice saying, "A job is just a way to make money for CDs and a new truck. I don't need to train for anything special." His parents disagreed and threatened to ask him to leave the comfort of their home.

The two men's motto was, "They can make us go, but they can't make us learn!"

Jack

As the instructor, Jack was concerned about his marketing class. This group was difficult. Students sat stiffly at their seats. When Jack tried to engage students in discussion, no hands raised and no opinions were volunteered. The only noise came from two young men who acted like junior high boys. One day Steve actually made a paper airplane and threw it across the room. Jack calmly asked, "Is this your garbage? Then please throw it away."

A nontraditional woman in her 40s had expressed her fears she couldn't compete with the younger students. Two students fresh from high school were concerned that they did not have enough experience to succeed at the college level.

Recently Jack had received a phone call from a parent—unusual at the college level. A young woman named Pam was feeling depressed and alone. She was considering withdrawing.

Always ready for a challenge, Jack analyzed his class with interest. He'd been handed tough groups before. Special handling was in order, and Jack needed to devise a plan of action.

As Jack thought about the class, he realized that the biggest problem dealt with the lack of communication among the students. They seemed afraid to talk to each other or introduce themselves to strangers. The initial class introductions had not alleviated their concerns.

While considering his own relationship with friends, Jack decided that the most personal way he stayed in touch was through letters. Email was okay for short messages, but he often spent extra time and effort writing letters on "real" stationery to out-of-town friends and relatives.

Jack opened the next class session with excitement.

"Okay, people! Today we will complete a letter writing project!"

Jack had made note of where students sat, their majors, and their home towns. He could make an educated guess as to which students did not know each other and pair them for the project.

"You will write a letter to an assigned partner," continued Jack. "I will give you about 10 minutes to talk, become slightly acquainted, and exchange the correct spellings of your names. Then I will allow 15 minutes to write a letter regarding any questions or concerns about the class or your education in general. I'd like you to add a short paragraph disclosing personal information about yourself. I'll display a model of the assignment on the overhead. Any questions?"

Since no one spoke, Jack listed the pairs of names, pointing to the corresponding faces. When students began to pair, the classroom immediately took on a different atmosphere. This quiet, nervous group of people began chatting and chuckling. Jack heard such comments as, "How do you spell your name again?" "Where are you from?" Most pairs socialized, asked about common acquaintances, and discussed themselves. Soon the class became quiet as students began writing their letters. A couple of students called Jack to inquire hesitantly, "Will we really give these letters to our partners?"

"Yes," he answered. "That is the objective of the assignment. Then I'll ask you to write a reply letter."

At the end of the class period, students were still lively. After class a few pairs remained to continue discussion from their letters.

As Jack reviewed the letters in the privacy of his office, he realized the exercise was important because it gave students a chance to write for a real audience. Although they knew Jack would be reading their assignment, the personal aspects of the letters indicated they did not consider a teacher

part of the audience. Jack was pleased to discover that the students wrote meaningful questions and comments to their partners. Responses included honest advice and empathy.

The next class period Jack carefully observed the changes in his students. Pam entered the room looking more animated. She sat next to her letter writing partner, and they shared hellos. She had previously made no attempt to communicate with her peers, but Jack noticed her whisper answers to his questions in group discussion to her classmate. "Maybe later in the semester she will venture to volunteer her answers aloud," hoped Jack.

Although Justin and Steve sat togther as usual, Jack heard Steve share a joke with another student. Justin's letter to his partner had been quite serious, saying that he didn't feel he was a good writer. Justin's partner was quietly trying to reassure by saying, "I'm sure you'll do fine this semester."

Jack noticed the classmates appeared to be more comfortable with each other. Their body language was more open, and the atmosphere of the class seemed to have changed.

Jack started the class lesson with a compliment. "I was quite impressed with the letters you wrote yesterday. All of you introduced yourselves well and gave excellent advice to your partners. I hope you now view your classmates as real audience members who will tactfully respond to your ideas and take you seriously.

"Sometimes students hesitate to disclose information about themselves in class. We might feel fearful that our peers may learn about us as individuals. They will learn we are not perfect because we have spelling or grammatical errors, gaps in our knowledge, or unclear thinking. We might feel embarrassed that our message is not as accurate as we would wish. We might feel criticized or intimidated by the idea of being judged by others. Yet all of you took a chance on a classmate yesterday by writing about your concerns and exchanging ideas."

Jack smiled, paused a minute, and distributed sheets that described the next group project.

Discussion Questions:

1. What other techniques might Jack have used to make Pam feel more comfortable and draw her into the classroom?
2. How might immaturity prevent students from learning?
3. Name other fears that beginning college students may possess.
4. What types of group projects have been successful for you?
5. Discuss ways a positive classroom environment can be developed.

Case 9

A student displays much apathy throughout the semester and experiences problems related to lack of focus. Possible consequences that may arise from students' negative views about themselves as learners are illustrated.

Andrew let out an audible yawn as he strode into class late. His body language matched his statement that he needed to "be in the mood" to write. The unfinished assignments, blank test answers, and lack of preparation indicated he was not often in the mood.

Although Andrew had been out of high school for three years, he had not accomplished much. Previously he worked in a factory. Currently he was taking general education courses in college without a focus on a major, career, or future goals. He wrote, "Once I became a teenager I never really thought about my future. Right now I don't know what I want to end up doing. I would like to be a rock star, but I can't sing or play any instruments so this isn't very realistic."

I was Andrew's teacher. Through Andrew's smokescreen I could see an intelligent individual. I wanted him to feel successful in my class, fit into the classroom environment, and utilize his abilities to their fullest. Andrew was definitely a challenge.

Andrew wrote in his journal that his only interests in life were "smoking, music, and partying with friends." His first essay described how to have fun at a rock concert. He

detailed exciting fights, the importance of bringing enough liquor, and the foul language used. He warned about not bringing a female date due to the possibility of assault by strangers. I suggested he delete reference to marijuana since there was a high school student in our class, but Andrew decided it was all part of the fun.

He missed class every Friday. When he returned the following session, he sometimes sat in a chair looking lost. On other occasions he asked, "Did I miss anything?" as if most class periods were a waste of time.

Although not due to poor writing skills, Andrew had a difficult time communicating in the class. Because he missed class so much, he was usually lost, and he portrayed strong feelings of apathy. Other students did not want to work with him because he was unreliable, so he usually sat alone unless I assigned groups. Other students felt they did not have much in common with Andrew, and he especially felt out of place with the electrician students since he had no interest in technical areas. He even described himself as "antisocial," adding, "I don't worry about making any friends around here."

Disclosure appeared to be Andrew's biggest fear about writing. He was careful not to let peers learn much about him personally and said he did not like to write about himself. Each time I placed students in groups I asked them to first introduce themselves. I noticed that Andrew did not participate in those introductions except to give his name. After he told me that he was called a nickname in high school and some friends did not even know his first name, I wondered if Andrew's sense of identity was at stake.

Andrew displayed little enthusiasm for most class activities. One reason for boredom might have been his unwillingness to select worthwhile topics. He tried to pick topics safe from personal disclosure, which he did not appear to have enjoyed writing. One essay dealt with the topic of the

lack of a God and the hypocrisy of religion. Without connecting his own experiences, Andrew could not think of many in-depth comments to add.

Andrew felt the other students were beneath him and told me he could learn nothing from them so the peer editing groups were a waste of time. One reason for his feelings may have been he was three years older than most of the other students. Since he thought his peers and I were his only audience, and he did not want us to learn anything about him personally, he could not take advantage of the benefits of considering a wider audience. Rather than writing to learn about himself, he told me he completed assignments only because they were required for a grade.

To further engage students' thinking about writing and allow them to practice working in groups, view varied writing styles, and remind them of grammatical and mechanical concerns, I provided an exercise that required students to bring four newspaper articles to class. Knowing that not everyone purchased a newspaper, I suggested that students contact a neighbor, relative, or fellow student or ask our college library for a past issue of the many newspapers received. Then I planned on assigning students into groups of three or four to look at differences in tone and writing style among their articles.

Andrew and two other students did not bother to bring the required articles. I did not feel it was fair to the prepared students to expect them to work for the others. I sent the three men to the library to get articles, and I put them together in a separate group so as not to waste the others' time.

Each group was provided a worksheet that asked students to identify particular features of each article and make comparisons. The group containing the unprepared men was not on task. They sat in a line not speaking to each other. When I walked to their side, Andrew asked, "What do you

want us to do now?" They worked half-heartedly on the exercise upon return. Possibly they felt the exercise was not worth their time since it would not be graded.

Obviously Andrew had some stress in his life. There were unresolved family relationships and financial issues. His attitude also caused stress in the class. As Andrew became less engaged in the class, other students distanced themselves from him. His sighs and comments about boredom made other students feel his lack of interest in them as well as the class. I felt stress because my attempts to motivate Andrew were unsuccessful.

Although Andrew did not direct animosity toward me as a person, he seemed resentful of some activities I presented, particularly those involving group work. He missed several conferences we had scheduled in advance and did not contact me to say he would not attend. I felt that he did not respect my time. Also, he did not use several of my suggestions for revision.

The role of a student did not seem to match Andrew's image of himself. His work in a factory had not been satisfying, but the life of a student involves a commitment of time and energy. Andrew's sketchy journal indicated he did not view himself as a strong student, and possibly he talked himself out of becoming one.

Apathy was Andrew's biggest problem. He did not seem to care much about his progress and stated, "I have never tried at anything." In his journal he wrote he realized he should be receiving an A, but was earning a C at the time because he had been "lazy." I suspected his drug and alcohol abuse contributed to attendance and apathy problems.

Although I tried to lead Andrew to more mature topics, encourage him to participate more fully in class, and help him understand the value of education, he became more distant as the semester progressed. My attempts to encourage

him to meet with our career counselor went unheeded. His attendance in all his classes lessened, his concentration dropped even lower, and he soon stopped coming to class altogether.

Discussion Questions:

1. Why did Andrew fail?
2. Could the teacher have further motivated Andrew?
3. How might Andrew's drug and alcohol abuse have affected his motivation and ability to learn?
4. Why do some students feel alienated in a classroom setting?
5. What strategies can teachers use to help students develop positive images of themselves as learners?

Case 10

Two teachers discuss stereotypes related to community colleges and brainstorm ways to promote their college.

"Do you know what advice my daughter Rachael gave our neighbor?" Joan asked her colleague Maxine.

"Advice about what?" Maxine inquired after she finished chewing her bite of sandwich.

"That it was a bad idea to attend our college!" huffed Joan.

The two teachers were eating lunch in the faculty lounge at Graystone Community College. Joan had been employed there for the past five years and thoroughly enjoyed the pleasant working environment and the philosophy of treating students as individuals. At home she spoke highly about the college and was puzzled by her teenaged daughter's negative comments.

"What did your daughter say exactly?" wondered Maxine.

"The neighbor girl is a junior in high school and is in the process of selecting a college. She's rather shy and doesn't want to move far from home. Her parents are concerned she'd feel lost at a large university.

"I overheard the two girls talking. When our neighbor asked about Graystone, Rachael said only kids who couldn't get into a 4-year college come to us! I was so angry! How should I handle this situation?"

Maxine considered the incident awhile before answering. "Well, it seems there are two problems. One deals with your daughter not seeming to support the college—a place you admire and your area of income! The second problem is

more expansive—the way community colleges are sometimes perceived."

Joan nodded her head. "Let's start with the more immediate situation with my daughter."

"Her real feelings might not be as she expressed. As a teenager it's possible she gives into peer pressure. Often it's the case where any college in one's home town is not considered as prestigious as an out-of-town institution. Maybe you should bring her on campus for a day and have her shadow you to see for herself what you and all of us accomplish each day."

"That's a great idea!" agreed Joan. "Rachael has been on campus before as I stopped by to get my mail or to use the computer lab. But it would be valuable for her to give us more than a passing glimpse."

"Hopefully we can teach her to become an advocate for us!" laughed Maxine.

"Since you've easily solved the first problem," began Joan, "what ideas do you have about negative impressions of us? I know that stereotypes exist about community colleges, but how can we change the public's viewpoint?"

Maxine wadded her sandwich wrapper and settled comfortably in her seat in preparation for a serious discussion. "First of all, remember that historically 2-year colleges were developed because university professors did not want to deal with introductory courses. Junior colleges were devised to prepare students for more advanced courses offered by the senior institutions. So one stereotype is we exist solely to prepare students for advanced education.

"Then technical institutes developed to provide training directly for work. Often students in these institutions took few if any general education courses. They mostly received technical training. Therefore, another stereotype is that we only prepare students for work, not for intellectual engagement.

"A third stereotype is that community college faculty work here because they can't get a teaching job at a university. Some university professors view us as being closer to high school than college instructors. Other professors look down on us. I'll give you an example.

"I was at a luncheon at the university with my husband, who works in the advancement office. A teacher in the English department introduced me this way: 'This is Joan Jacobson. She teaches at the little community college down the road.'"

"Did he use the same sarcastic voice you just demonstrated?" asked Joan.

"Naturally! I was livid! Using a little sarcasm myself, I answered, 'You know, we're not so little anymore!' The guy's face turned red, and he didn't speak to me the rest of the evening."

"Shouldn't that image remain in the past?" asked Joan. "Now we are called by a new name, community college, and provide the best of both worlds in education."

"We know that!" exclaimed Maxine. "Think of the people who have never been inside our college, and remember that it's difficult to change attitudes in our society. People who have taken adult education courses or enrolled in our programs understand what we're trying to accomplish and appreciate us. At least it's a start!"

"Aren't there ways we can hasten the process?" Joan reached in her bag and removed a tablet and pen. "I think we should brainstorm and take action in changing negative perceptions. We aren't dumping grounds for students who can't succeed elsewhere, and our faculty are caring and well trained. We don't offer watered down courses, and our programs are excellent."

Joan began writing as Maxine presented the first idea. "I think we need more publicity, especially in the local newspaper. Wherever Graystone faculty attend conferences, give

presentations, and publish their writing, articles should be submitted to the newspaper. We could also highlight our students more, such as when they win awards or attend some of our exciting field trips. Their pictures should be scattered throughout the newspaper!"

"Frankly," sighed Joan, "our faculty aren't publishing as much as our university counterparts."

"I know," agreed Maxine. "We don't have as much incentive to publish—it's not a publish or perish atmosphere. Also, our teaching loads are higher, and we don't have teaching assistants to help us. There's not as much time for extra activities, but we could use a team effort to write joint articles."

"I have another idea to write on my tablet!" Joan scribbled a few words before speaking again. "Why not do more publicity at the high school? We could display posters and bring in speakers. There must be additional ways to bring high school students on campus."

Maxine interrupted to add more information. "In fact, there are already activities being planned. Next semester a huge career fair will be held, with all departments participating. We will set up booths and be available to talk with students individually. We're also planning an evening presentation aimed at reducing gender stereotypes in professions. There will be two sessions: Technology for Women and Nursing for Men."

"We already have a few good ideas," Joan stated with excitement. "However, this is a problem the two of us can't solve alone. We need more input and support. Let's send an email to everyone on campus asking for people interested in beginning a publicity committee. We have a short list to begin a discussion. I'm sure people in all departments would be interested in this issue!"

"You bet!" smiled Maxine as she gave her colleague the thumbs up signal.

Discussion Questions:

1. What are other stereotypes that exist about community colleges?
2. How did these stereotypes develop?
3. What suggestions do you have for promoting your college?
4. Why is it important to bring community members on campus?
5. How can community college faculty add more prestige to their institutions.

Case 11

A teacher watchng her college's commencement remembers the progress of several of her students.

From her bird's eye view on stage, Patty scanned the rows of black caps and gowns. Patty was sitting with her fellow teachers listening to the college president give the commencement address. This was graduation day!

As she scanned the faces under the caps, Patty recalled several incidents of students who began college under circumstances that might have prevented them from graduating. But these people were persistent, and Patty admired them.

The round of applause signified that the president had finished his address. The graduates were asked to rise, and the first row advanced toward the stage. As the names of the graduates were read, Patty remembered working with several individuals their first semester of college.

Katherine Gray! Poor Katherine had difficulty organizing herself. Her notebook looked like a giant scribble, and papers were jammed into her backpack. Her assignments were late, which meant subtraction of needed points. In talking with other instructors, Patty discovered that Katherine's bad habits followed her in all classes.

After a satisfying discussion where Katherine asked for help, Patty made several suggestions. First, the two women dumped out the contents of Katherine's backpack. Patty pointed to the tears and ragged corners of handouts and assignments. She wrote the names of Katherine's classes on individual folders and separated papers into the proper piles. Then Patty presented a daily planner to Katherine, demon-

strating how to record the due dates of assignments and organize tasks.

Brian Timpson! The first test of the semester was given, and all the students seemed to be writing furiously except Brian. He appeared to daydream as he occasionally recorded an answer. Patty kept her eyes on him. At the end of the hour, Patty asked Brian to wait until she scanned the test. Only half the answers were finished. "Why?" asked Patty.

Brian blushed as he mumbled, "I didn't have time." Patty told him to stay after class so she could go over some of the questions with him. She discovered that his reading was slow, and he had difficulty comprehending the questions. After she explained each unanswered question, Brian blurted the answer. Patty was rewarded when Brian finished the test, thanking her for giving him extra time and consideration. They continued paired testing until Brian was comfortable in answering alone.

Jason Manson! The first day of class, Jason and his two friends constantly giggled in their seats in the last row. Patty let their behavior pass until the second class session when their rudeness continued. Then she asked the three young men to stay after class.

Only the two friends followed Patty's request. They agreed their behavior was rude but said Jason's jokes and laughter were contagious. A brainstorming session concluded that the friends should sit separately to avoid problems.

Since Jason would not stay after class, Patty waited for him to enter the building at the beginning of the morning when the other students wouldn't see the two of them together. "Please follow me to my office!" Patty commanded. Jason quietly followed.

A heart-to-heart talk discovered that Jason giggled because he was nervous, and he did not mean to be disrespectful. He agreed to sit near the door so if he felt he could not control himself, he could quietly slip into the hall. How-

ever, when he realized Patty was not angry with him and would help him behave acceptably without putdowns, he did not feel the urge to giggle.

Sue Stanley! Sue was a first generation student. No one in her family had attended college before. While her family at first encouraged her attendance, they later seemed to resent her studies. They made comments such as, "When will you have time for me?" They said her education was drawing her away from the family, and she would soon be too different to relate to them.

Patty encouraged Sue to meet with the college counselor, who gave Sue ideas about connecting her studies to her family. In a composition course Sue wrote a descriptive essay about her parents, which she read aloud to them with pride. She asked her sister to read a novel assigned in her literature class. Then the two sisters discussed the book together. Sue began to share her education with her family instead of keeping it separate. Before graduating, Sue convinced her sister to enroll in college too.

Peter Swenson! The first assignment had been given, and Patty lead her class into the computer lab to begin writing. As Patty walked around the lab, she noticed Peter look in his file manager and open a paper that had already been written. Since she had given the assignment only minutes before, she was suspicious.

As Peter read through his essay on the computer screen, Patty came up behind him. She noticed the name of another instructor on the header, which Peter was about to delete. "I see you've already used this paper in another class," ventured Patty.

Peter was without words for a minute, then admitted, "Yah. I thought I'd reuse it for this class."

"That's plagiarism," reminded Patty. "The consequence could be immediate failure of the class."

"I guess I had a bad idea," sighed Peter.

Patty discussed the problems with plagiarism and promised Peter one last chance. "I won't let you down—or myself either!" said Peter with conviction. And he didn't.

Linus Wiltgen! This man in his late 30s was annoying! His constant negative comments ("When are we ever going to use this stuff?") and questions ("Why do we have to do this anyway?") were distracting. By the body language and scowls of other students, Patty recognized they were also annoyed.

Finally Patty took Linus aside to explain that his constant questioning was taking time from other students. "I will be glad to answer all your questions, but you must wait until after class to ask," Patty affirmed.

Through their conversations, Patty learned that the last time Linus had set foot in a school was 20 years ago. He wasn't trying to be devisive; he really did not understand why the material Patty presented would be needed.

After Patty took the extra time to provide the rationale for assignments and concepts discussed, Linus began to see the relevancy and make connections. Patty discovered Linus's expanded vocabulary and sense of humor. What started as a sour relationship quickly grew to respect.

Mike Alan! Mike came to class in dirty jeans, holes in his shoes, unkempt hair, and a T-shirt that barely covered his ample stomach. He belched in class, constantly used the word "ain't," and tried putting his feet on the table. He obviously needed to improve his social skills.

"What place was better than a classroom?" Patty asked herself. Then she set forth a plan to help Mike. Not only did she want her class to feel more comfortable, she also hoped to give Mike skills that would assist him in a work environment.

Patty tactfully suggested Mike visit the cosmetology department. For a few dollars, a lovely, female student would

wash, cut, and style his hair and give him a manicure! Mike liked that idea, and Patty helped him make an appointment.

One snowy day as Patty was walking across the parking lot, she saw Mike and called him to her side. "It's quite icy today. I wondered if I might take your arm so I don't slip?" Mike stood proudly as Patty showed him how to bend his elbow to accommodate her grasp.

Throughout the semester, Patty continued giving hints to Mike about improving his social skills. She assigned the class a speech where they had to introduce classmates and used a variety of group projects. The college sponsored an etiquette luncheon, which Patty encouraged Mike to attend.

Near the end of the semester, Mike was scheduled for an interview for a part-time job. He shyly entered Patty's office to give her the news and ask, "Could you come shopping with me for an interview suit?" Patty thought the request was beyond the call of duty, but gave him the name of a men's clothing store that would be of assistance.

When the college president finished calling the name of the last graduate, Patty produced a huge smile and joined the audience in a round of applause. These students certainly deserved recognition for all their accomplishments!

Discussion Questions:

1. What are ways teachers go the extra mile for their students?
2. Do all student recognize the ways their teachers assist them?
3. Do teachers who put forth extra effort burn out more quickly than other teachers?
4. Why is it important for teachers to attend their students' commencement?
5. How do teachers feel on graduation day?

Case 12

An employer experiences his first visit to a community college and is introduced to its diverse offerings and the perspectives of the community.

"Welcome to Rolling Hills Community College!" emblazoned signs to all main entrances into town. Blue and gold streamers with the college's name hung from the downtown lamp posts. Banners announcing the entrance to the college itself were posted in an attractive row.

"Wow!" thought Peter Mann as he drove into town. "This community certainly promotes its local college."

Peter's company had asked him to investigate the possibility of forming a partnership with the college. Several area employers had raved to Peter about the technical skills and work ethics of Rolling Hills graduates. Worldwide Computers needed well-trained workers, and the college definitely had students. Would the two organizations be able to match their goals?

Peter decided to eat a quick lunch before his meeting at Rolling Hills. He pulled into a small cafe and ordered a sandwich and a cup of coffee. While waiting for his meal, Peter started a conversation with the waitress.

"This seems like a pleasant community," began Peter.

"It certainly is!" replied the waitress. "I enjoy living here. Our city is safe and clean, and I appreciate the parks and other areas of recreation. In fact, when I graduate from college I plan to stay here."

"Oh," ventured Peter. "Where do you attend college?"

"I'm a student at Rolling Hills!" answered the waitress with pride. "It's an excellent school. As I look around the restaurant I see a couple of graduates. That police officer and the woman with the briefcase both attended Rolling Hills. The owner of the restaurant graduated from the college's management program. He encouraged me to attend college to update my skills, even though he knew he would lose me as a waitress!"

As Peter finished his meal, he thought about the sense of pride and community the waitress portrayed about the college. He wondered if most students felt the same way.

Peter looked at his watch and realized it was almost time for his appointment. He reached Rolling Hills Community College, parked his car, and surveyed the campus. The parking lot was crammed with vehicles, and students carrying backpacks and bags were moving along the sidewalks. The students were not only various sizes and shapes, they were also much older than the traditional college students Peter remembered from his own years at a university. Peter had never visited a community college before and hadn't supposed it would be much different than any other college.

As Peter entered the first building, he immediately noticed the respectful way people treated each other. A young man rushed to a classroom door to hold it open for a woman carrying a box. A teacher was carefully listening to a woman discussing the health problems of her child. Two students were solving a mathematical problem. A line of children, probably from the day care, was gently directed by two young women.

Since Peter was unsure of the location of the appropriate office, he stepped into the first office he saw. "Excuse me! I'm looking for the business liaison, Henry James. Where can I find him?"

"Hi!" answered a friendly voice. "I'm Darla Goldburg, one of the business instructors. This building is

rather confusing. Instead of pointing the way, why don't you follow me. I'll take you directly to Henry's door."

Passing by classrooms, Darla took the opportunity to explain some of the programs. She spoke highly about her colleagues and greeted students by name as they passed. When Henry's door was reached, Darla made sure he was available before leaving Peter. "Have a fun meeting!" she called as she waved good-bye.

Peter was a bit puzzled. Although he had heard many positive comments about Rolling Hills, he had the impression that community colleges in general weren't as up to date as 4-year colleges and faculty weren't as well educated. So far he was impressed with the facilities and people.

Henry was prepared to greet his visitor. "I enjoyed speaking with you by phone the other day. I'm glad you could join us on campus! Would you like a tour of the campus before we talk business? Then you could get a better picture of our institution. Do you have time?"

"Sure!" replied Peter enthusiastically. Worldwide Computers was serious about contracting for their training needs. Peter was eager to see the entire campus, not solely for his company's benefit but to satisfy his own curiosity.

Peter learned about the college's combination of career and adult education. Students could receive a variety of diplomas and degrees, take a class or two, or learn a specific skill. Courses were offered on- and off-campus day and night to accommodate a wide range of student schedules.

Peter was particularly impressed with the on-site computer labs and Henry's description of the portable labs. Industry could bring employees on campus to take classes in the labs, or the college could set up laptop computers at the company's location.

The two men returned to Henry's office to begin an action plan. Henry questioned Peter about the company's needs and made a list of the qualities Worldwide Computers

required of employees. Henry presented ways current students could be recruited for Worldwide and suggested developing a new training program specifically for students who would receive immediate employment at the company. Peter agreed that Worldwide might even donate equipment and scholarships if the partnership worked well.

As Peter left the campus, he wondered how the college built such a sense of loyalty and community. The staff members seemed to enjoy their working environment, and the students appeared happy and friendly. He thought it must be hard to develop community when students had such varied schedules. Since many of the students walking the halls were in their 30s and 40s, Peter guessed they had families of their own so school wouldn't be the main focus of their lives, unlike students attending residential colleges.

Peter reflected on ways Worldwide Computers could create a more positive work environment by observing Rolling Hills. People at the college worked together effectively, shared similar goals, and completed their business efficiently. They seemed to genuinely care about each other and the college's image.

Whatever Rolling Hills was doing to engage students and motivate staff, their techniques were working. Peter looked forward to his connection with this educational institution. Even though he wasn't a student, Peter was sure he would be learning!

Discussion Questions:

1. How can a sense of college-wide community be developed?
2. How can community colleges best promote themselves?
3. Discuss the pros and cons of community college/private industry partnerships.
4. What connections exist between community colleges and their communities?
5. How can community colleges influence the "brain drain" problem and retain graduates in the community?

Case 13

Students in an art appreciation class begin thinking in new ways about art and its connection to everyday life.

May 15

My advisor told me I should select courses from different areas of the humanities as I fulfill requirements for an Associate in Arts degree. I completed a literature course last semester, which turned out to be quite interesting. I liked reading about different people and cultures.

Last year I took a history class to gain a historical perspection. This year I thought I'd enroll in Music Appreciation, since I like to sing, or maybe even try a language. Unfortunately, my schedule only matched with one humanities course: Art Appreciation.

I'm not wild about taking this course. I know nothing about art. Besides, the class will probably consist of sitting in the dark watching a bunch of boring slides. I've heard that students have to memorize the names of artists who have been dead for decades, even centuries. Then they're tested on how well they can identify the name of a picture, style of architecture, and year of production from a slide.

I don't understand how learning this stuff will help me develop as an individual, become more employable, or gain more knowledge about the world. It seems more like trivia.

June 1

Today was the first day of my Art Appreciation class. Since we are in the summer session and study every day for

one month, I'm concerned that the class will be too intensive. I think of the hours every day I will have to devote to art!

The class was not as I expected. The first question the teacher asked was, "How do you define art?"

Students had different answers. One guy said, "I don't know much about art, but I know what I like. I guess that's my definition: Art is a picture I like."

Several people thought art had to be a painting or drawing—something to hang on a wall. One woman said real art is made by famous artists. One guy replied, "Since art is in the eye of the beholder, my definition is as follows. Art is whatever I say it is!"

The answer I liked best was, "Art is a representation of what you see and an expression of how you feel."

We did see some slides today, but only six. The teacher said we would not be using our textbook much. I wonder what he has in mind!

June 7

My class has met for one week. I can't believe how the time has flown! I needlessly dreaded this course. Each day, instead of staring at slides, we look at real art. So far we went to several different types of museums, not just art museums. We were invited to the art studio of a local artist. I enjoyed moving out of the classroom and into the real world for a change.

June 14

I will describe our itinerary for last week's classes. Monday the teacher took us to his studio. He doesn't just talk about art—he makes it! He told us how he produced each piece, the materials used, and his motivation and thinking behind each work. It was interesting to look behind the scenes!

Tuesday we visited the local county museum. Even though the museum is close, most of the students had never been there! Although I had toured the museum in high school, I didn't gain the same insight I did Tuesday. The museum contains artifacts of people in our community: old clothing, dishes, furniture, etc. The teacher pointed out the typical paintings, but also showed us how the carved furniture and hand-blown glass could be considered art. Before I just saw the pieces as old junk. Now I see other aspects.

Wednesday we toured a church. We talked about how the building and the objects in it reflect the beliefs of the people in the congregation. The building itself was beautiful—stone walls and a straight, pointed steeple that seemed to reach the sky. This day I learned that art isn't just found in a museum—it's sometimes located in more ordinary places like churches.

Thursday we visited an art gallery where art is sold. Items displayed included pottery bowls and pitchers, glass vases and glasses, wooden boxes and spoons, silver jewelry, hand-colored notecards, and carved chairs. We had an interesting discussion about art versus craft.

Friday we went on an architectural walking tour. Earlier we viewed a few slides of buildings from other countries—ancient Greece and Rome. Our teacher pointed out similar designs in our own town so we could understand the influences throughout centuries.

June 21

This week we talked quite a bit about the "Old Masters" and some of their famous works of art. Our teacher wanted us to recognize information about pieces of art we might see in books, television, or reproductions. For example, everyone knows the smiling face of the Mona Lisa, but they probably don't know much about the artist. We talked about

the technical aspects of painting portraits, models used, and the intent of such work.

Then we made relationships between famous works of art and art that's close to home. We found many similarities as well as differences. We discussed how people's notion of art changes. There are reasons why art made in 1999 is different than art produced in 999!

June 28

The highlight of the week was traveling to the city to tour the huge art institute there. We took two large vans and brought a sack lunch to save time and money. It was fun traveling with the class, but I have to admit I was a bit nervous the night before. I have never been in such a large city before, and I didn't know what to expect. I worried about crime and getting lost. But the freeway took us directly to the city, and the teacher knew the exact location of the museum.

I couldn't believe there was a museum so large it would take the whole day to tour! We even had to rush to visit every room! Our teacher had prepared us by showing us slides of some of the art displayed in the museum. I was amazed at the differences in color and texture between the slide and the original.

July 2

Because of this class, my general impressions of art have changed. I believe I have become more visually aware—more observant. I look at objects closer, not so superficially, because I realize there is "more than first meets the eye." When I view an object, it reminds me of another object. I ask myself where people get ideas for their projects and realize that creativity means more than being able to draw well.

Objects I used to discount as art have more meaning to me now. Art is a part of our everyday lives. For example,

hair style and wardrobe selection could also be art forms. I don't have to live in Paris or New York to view art because it is involved in the design of everyday objects. I could even be considered an artist in my unique way!

Discussion Questions:

1. How do you define your subject area?
2. What information do students need to select the most appropriate courses?
3. Discuss the importance of the humanities.
4. What advantages and disadvantages are connected with field trips?
5. How do students grow to appreciate a subject area?

Case 14

A teacher is hurt when her trust in a student is betrayed.

"Please! I beg you! I really need the money! Let me be your work/study!" pleaded Caleb.

Margaret had resisted accepting work/study students for the past two years. Her last work/study was lax in attendance and didn't notify Margaret when she left campus or was unavailable to work. Several times Margaret waited in her office for a student who never showed up.

Margaret knew the work/study program was valuable and could be successful. Other instructors at her community college requested help each semester. Her officemate had great experiences with student aides. They corrected tests with the help of a key, recorded grades, and formatted Power Point presentations. The teacher received needed help and had fun with the students. The students benefited from having a mentor and gaining experience. These relationships were excellent matches.

"Maybe Caleb would prove dependable," thought Margaret as she orally agreed to accept the student. He certainly was enthusiastic. As a student in her class, Caleb seemed like a nice, young man. Funding was available, and it would be a relief to have her load lightened.

"What are my job duties?" questioned Caleb as soon as Margaret gave her consent.

"Well," hesitated Margaret, "I have two types of activities in mind. You could help me a bit in my office. I have the usual papers to staple, a brochure to develop, and information to store on my computer disk.

"Here is my second idea. The number of students in the computer lab who come to me with their computer problems is growing. It's not really my job to assist with computer concerns. How would you like to be a lab assistant an hour or two per day? You seem proficient with computers, and I think you could easily help beginning users."

"Sure!" agreed Caleb. "I'm willing! The job sounds fun!"

That evening Margaret worked out the details of the job. She wrote a job description and listed specific duties. Caleb could make a nametag identifying himself and his position so students would recognize him. He could move around the lab several times throughout the hour to be accessible. Twice a week he could clean the computer screens. When students did not need Caleb's assistance and Margaret had no work available, Caleb could work on assignments while he waited for questions.

Matching Caleb to the work assignment seemed perfect. The position would look good on Caleb's resume, showing he was responsible and worked well with people. The money Caleb needed for his living expenses would be provided, and Margaret would have more time to complete her office work.

Once Caleb was acclimated to the college and his new position, he appeared happy and busy. In class Caleb completed assignments with ease. His writing skills were strong, and his logic was sound. During his work/study time, Caleb walked around the lab with a smile. Students soon recognized him and became comfortable questioning him about software options and computer problems. Margaret no longer checked in the lab as she assumed all was well.

As the semester progressed, Margaret noticed a change in Caleb's attitude during class. When she asked him to comment during class discussion, he looked at her with a pierc-

ing glare. At other times he avoided eye contact altogether. Caleb's work/study assignments slackened. He neglected to stop by Margaret's office to complete the brochure project.

When Margaret peeked in the computer lab, she saw Caleb sitting in a corner doing his homework. She talked with him about the importance of roaming around the lab and maintaining visibility, but Caleb listened with a blank stare.

One afternoon as Margaret walked past the lab, she noticed Caleb wasn't in attendance. She began paying more attention to his work assignments. When she asked other students about Caleb's effectiveness in the lab, she was informed that he seldom came. The computer monitors were dusty and the keyboards smudged, indicating Caleb was no longer cleaning the equipment.

Based on a hunch, Margaret checked the attendance/payment forms used for work/study students. She discovered her forged signature and inflated work hours.

The immediate anger that flared quickly turned to hurt as Margaret recalled the time and effort she had spent helping Caleb. She had developed a work/study position just for him, provided extra attention to his progress, and bestowed genuine encouragement. Now she felt used and betrayed.

When Margaret approached Caleb with copies of the attendance/payment forms, he just stared at her, denying nothing. "Why did you lie on these forms?" questioned Margaret. "Your reputation at our college is at stake. My credibility as your work/study supervisor is lessened. I feel sad you treated me this way."

Finally Caleb ventured, "My friend told me I'd be paid for the hours I was scheduled."

"But you didn't work all those hours," reasoned Margaret.

"The money comes from the government anyway," Caleb answered, his face reddening with anger. "This is my money, and it's entitled to me."

Margaret tried to explain how the work/study program worked, detailing that money was not available to an individual forever. She emphasized to Caleb that one's education was a privilege and a responsibility, and financial opportunities from government sources are limited. Her explanations and feelings seemed to have no effect on Caleb.

Margaret listed the consequences for Caleb's misappropriation. He would no longer be welcomed as her work/study, and she would recommend he be dropped from the work/study program on campus. Although Margaret would not press charges against Caleb for forging her signature, she would formally report the situation.

"What about the class I'm taking from you? Will my grade suffer?" asked Caleb defiantly.

Margaret was discouraged that Caleb had so little understanding of her personality. "I am a professional teacher. Your grade will be based solely on your performance in the class."

"Then we have nothing more to discuss." Caleb picked up his backpack and stomped out of Margaret's office.

Margaret rubbed her temples and considered the chain of events. She asked herself why Caleb had become so disloyal, defiant, and untrustworthy.

Discussion Questions:

1. Discuss possible reasons for Caleb's change of attitude in his work/study position.
2. What recommendations do you have for strengthening work/study programs?
3. How much responsibility should faculty have in dealing with government programs in higher education?
4. Explore ways student success or failure affects teachers.
5. What types of mentoring programs exist on community college campuses?

Case 15

An international student unsuccessful at a private, 4-year college finds his niche at a community college.

"What do you think? Should we accept this student?" asked Franklin's supervisor.

What could he think but yes! Franklin had never turned down a student, and he wasn't going to give up this time either.

A Chinese student had traveled a long distance to attend the neighboring 4-year college. He paid the tuition, lived in the dorm, and attended classes. But the semester had been disastrous. Liang's English skills were minimal, and college personnel doubted he could have passed the TOEFL exam. They speculated his wealthy father had either paid someone else to take the exam in his son's place or bribed the right people to raise the test scores. Regardless, the student flunked the semester and was asked to leave college.

A sad scene followed. Liang shed a few tears and begged to be reinstated. He said he'd lose face if he returned to his country without a degree, and his father would disown him.

Now it was Franklin's turn to help. The community college had been asked if they would accept this student. Since Franklin was certified to teach English as a second language and had traveled extensively, he was asked, "Please take this boy under your wing."

Franklin realized the challenge when he met his new student. Placement tests discovered that Liang's English writing skills were nearly nonexistent. He could not write

complete sentences, and the many spelling errors made the sample essay almost impossible to read. Liang's strong accent made him difficult to understand, but Franklin could sense active listening skills and clear understanding of English when native speakers talked slowly. Other positive aspects were the student's pleasant personality and his willingness to learn and please others.

Franklin also helped Liang with problems outside the academic area. Liang's student visa needed adjusting, and his living arrangements needed attention. Franklin helped him move from the dorm to the home of a host family—a faculty member whose own sons were married and living elsewhere.

After discussing possible courses with Liang, Franklin enrolled him in a less English intensive math class, Maggie's developmental composition course, Jay's history class, and one of Franklin's own courses. The 12-credit hour load would qualify Liang as a full-time student yet not overwhelm him.

The first day of class Franklin realized Liang was bright. He just did not have a strong command of the English language. Liang took notes during class—at least that's what Franklin surmised since the writing was in Chinese! Liang slowly asked a question for clarification and made constant eye contact when Franklin was speaking. Franklin asked a class member to sit next to Liang to quietly answer questions and explain information.

After class Franklin asked Liang how much of the course lecture he understood. Liang replied, "About 80 percent. But I will ask questions to understand 100 percent!" Franklin was pleased with his student's positive attitude and motivation to learn.

Three weeks into the semester Franklin received a frantic phone call from Jay, Liang's history instructor. "I have a student in my class who can't speak English! I don't see how he could have been admitted. Don't we have standards

around here? I talked with our department chair, but he said you were the person to contact as you are in charge. Let's talk!"

The words, "the person in charge," gave Franklin a slight shiver. Besides the classroom, he didn't like to be in charge of anything. He became uncomfortable when he felt forced to "tell people what to do" or take leadership responsibilities that resulted in making decisions that affected other people. Conflict produced stress, and Franklin did not need more stress in his life.

However, in this situation a student was involved. Franklin realized he must confront the problem, since there was no one else.

Before meeting with Jay, Franklin stopped by Maggie's office to ask how Liang's written English was developing. Maggie reached into a pile of papers to produce a sample.

"Let me show you. Here are two of Liang's papers: a first draft and final draft. On the first draft there are many areas where I marked errors. I actually coded the essay by identifying types of errors so I could make a list of grammatical rules Liang did not understand. Many of the errors relate to differences between the structure of the Chinese and English languages.

"I've been providing a different type of assistance to him. We sit side by side and review the first draft together. I begin by reading each sentence aloud. Then I correct that sentence since Liang needs help with basic sentence construction. It's difficult for me to understand the content of the essay when the sentences don't make sense.

"As Liang and I discuss the correct phrasing, he writes the proper sentence. Then I discuss the grammatical rules. He has a handbook so we access the correct areas that Liang can study later.

"After we have finished this process for the whole

document, Liang retypes his paper, and we review it a second time. I concentrate on the content and suggest ways to make points clearer. Usually we have a third session, and I review the assignment one more time before it's submitted for a grade. Read the final draft yourself, and notice the feeling and sense of personal voice that come across as well as mature ideas.

"I know this process takes extra time, but I am already seeing improvements in Liang's writing. He actively studies the grammatical rules we discuss, makes a list of new vocabulary to learn, and visits the writing center for additional help. Later in the semester I will wean him from relying too much on my individual help. As he better understands English grammar, he will be able to look up information in the handbook himself.

"By the way, I really like this young man! He is a joy to work with!"

Franklin was impressed. He felt relieved to know that another teacher saw potential in Liang and made an effort to recognize his best qualities.

Franklin's next visit wasn't as pleasant. Jay began the meeting by remarking, "He is passing, but barely. I'm not sure if Liang doesn't understand the test questions or if he just doesn't bother to read the textbook."

After questioning, Franklin perceived that Jay wasn't as angry as he appeared; he was just frustrated. Never before had a second language learner enrolled in one of his courses. He was concerned that providing extra help would make the course appear less rigorous or unfair to classmates. Yet he wasn't comfortable with a "sink or swim" policy.

Franklin asked, "Would it be appropriate for Liang to test in our learning center? A staff member could read the questions aloud and explain them. Staff could also help Liang spell English words, but not give any other assistance with the answers. Liang might need more time to complete his exams since he reads slowly in English."

Jay agreed to the testing suggestion. "What about during class?" he wondered. "How do I know if Liang is listening and understands me when I lecture or is just staring at me?"

Franklin explained his system. "In my class I asked a willing student to sit next to Liang. When Liang has a question, he doesn't have to detract from the rest of the class. He whispers to his partner, who also keeps him informed of the current activity and shares notes. I think it's also a great opportunity for a traditional student to become acquainted with an international friend!"

Jay expressed appreciation for the ideas and agreed to try them. Franklin set up a follow-up meeting to discuss the results.

Although Jay was never completely comfortable with having a limited English speaker in his class, he grew more receptive throughout the semester as he discussed concerns with Franklin. Franklin soon felt like a mentor and hoped he was paving the way for other international students.

As the semester ended, Franklin felt proud of his part in his student's accomplishments. Liang's English skills greatly expanded, and he was happy in the community college setting. Although he would continue needing developmental English assistance, Liang's grasp of the language was strengthening each day, and he had become an active class member.

Franklin's next task would be developing a schedule for future semesters that would best accommodate Liang and match him with faculty who were willing to provide extra time and consideration.

Discussion Questions:

1. Should special accommodations be made for second language learners?
2. What techniques help second language learners learn English quickly?
3. Should international students be recruited to attend community colleges?
4. What training should be available to assist faculty who have nontraditional students in their classes?
5. Should faculty be expected to spend time outside class to help their students?

Case 16

A new teacher discusses his training, certification, and teaching load.

Philip Cunningham had just been hired to teach Computer Technology at Brimwood Community College. In other words, he would prepare students to set up and repair computers. For the past ten years he had been employed in the industry—first as a technician, then as a supervisor.

Education was a new career for Philip. He had never aspired to become a teacher. In fact, when he was in high school he did the minimum to get by and graduated with a C average. He remembered his attitude towards subjects like math and English and how he'd grumble, "When will I ever use this stuff?" Now he'd need to apply these areas to classes he'd be teaching.

He entered the teaching profession by accident. One day he came to Brimwood to speak with the technology instructor about a technical problem with a computer. As Philip and the instructor were talking, the discussion veered to the Computer Technology program. Since Philip asked many questions and showed interest in the college, the instructor mentioned he was looking for someone to fill in while he had surgery. Without realizing what he was doing, Philip blurted, "Yah! I'd be interested!"

Philip was able to juggle his time between his supervisory position and substituting at the college. The college increased his hours, and Philip found himself spending extra time after hours assisting students.

Philip enjoyed his new role and felt satisfied with the

many ways he was helping people. He felt more freedom as an instructional leader than he experienced when working in industry. Instead of being told what to do, he was making more decisions and leading others. Rather than receiving an hourly wage, he earned a salary and was expected to satisfactorily complete his work without anyone looking over his shoulder. Students looked up to him as a role model. When a full-time position opened, Philip immediately applied, was granted the position, and moved his tools and manuals into his new office.

The first requirement Philip had to meet before beginning his position was to successfully complete a methods course taught by a university and attend the New Teachers' Workshop developed for beginning community college faculty across the state. In order to retain his position, he would need to show proof to the state that he was making progress in a bachelor's degree program.

Following high school, Philip himself attended a community college and received an associate's degree in computer technology. He did not possess a teaching license, but the methods course and workshop would allow him a temporary license. Since the technical courses he would be teaching were not transferable to 4-year institutions, he was not required to possess a master's degree like many of his colleagues.

Philip enjoyed the methods course because the instructor was kind and patient. He treated the students in a humanistic manner, not like the elitist horror stories Philip had heard. Philip was nervous about taking this course, but the instructor was encouraging and always made positive statements about students' work. Philip was at first uncertain about his professor's expectations, but wanted to do his best. Soon he became comfortable asking questions and experimenting.

During the New Teachers' Workshop, participants were required to present a lesson to the class. Although Philip

hadn't felt nervous when teaching a group of students, an audience of his peers was more difficult to handle. Although most of his classmates were friendly, Philip discovered a few faculty treated him as a second-rate instructor because he was in a technical, "non-academic" area. The situation became more stressful when two teachers stopped their conversation and stared as he passed, obviously believing their ideas were too important for his ears.

Philip was particularly pleased to meet Maggie Dexter, another teacher new to the Brimwood Community College staff. Maggie had recently completed a master's degree in history and was preparing for her first teaching position. The two instructors collaborated on an assignment and held an in-depth discussion about their philosophies of education and enthusiasm for joining the Brimwood team.

The first day of classes at Brimwood, Philip surveyed the group of new faces scattered throughout the room. He told himself, "Wow! Sitting on the other side of a class gives one a new perspective!"

Philip used techniques from his methods course in his own classroom, such as organizing a syllabus and structuring a positive classroom environment. He carefully critiqued student work by adding encouraging comments. He felt more aware of his students' difficulties having recently been a student himself.

Philip discovered he couldn't just tell students to complete a task as he had done in his supervisory position. Demonstration was more important. He presented students with basic information but let them troubleshoot some problems on their own to establish their critical thinking skills and independence. He was willing to share his knowledge with his students, but didn't want them to take advantage by expecting immediate answers. Discovery was more valuable, especially due to the fast-paced changes in the computer industry.

Later in the semester some of the feelings of awe as a

new teacher were replaced with stress. On the one hand, Philip felt stimulated and challenged each day because he learned from every student. As his experiences grew, he watched his development as an individual and a teacher. On the other hand, his days were busy. He had four preparations, six classes, and approximately 24 people in each class. Students were constantly quizzing him, asking for easy answers, and sometimes presenting excuses why their assignments were not completed.

One day Philip invited Maggie to meet in the college cafeteria for lunch. He needed someone to empathize with his frustations.

He began the conversation, "The first day of class I thought I knew so much about teaching. The more I'm with students, the more I realize how little I know."

Maggie shook her head in agreement. "I love history and used to consider myself an expert. As students make constant inquiries, I start to question my own ideas. Some days I feel as if I'm a complete novice!"

Philip laughed and replied, "I've become more aware of people's feelings. I can sense when they are confused or bored. I've started to examine the world and my place in it in a more holistic manner instead of viewing small, unrelated parts.

"One problem I've experienced is that I'm not taken as seriously as faculty who already possess higher degrees. I realize I have more to learn, and I'm trying to prove myself by taking classes toward my bachelor's degree. How can I gain more respect here?"

Maggie was prepared with an idea. "Why don't you join at least one of our campus committees? Then you will meet more faculty and demonstrate your knowledge and commitment. You'll also discover that most of us arts and sciences instructors value the technical faculty. Just wait until my computer fails. I will call you immediately!"

"Well, I guess part of my problem is that I have isolated myself. I seldom leave my work area, and I haven't met many faculty since I'm so busy in the classroom," admitted Philip.

"I understand your situation," Maggie empathized, "but remember we are all in the same boat! My student load is high, and there are always papers to grade and students to meet during my office hours. Time with colleagues stimulates me. We learn much from each other.

"I know you are busy with teaching, taking classes, and maintaining a home life. You probably think my life is easier because I have a master's degree. However, to teach general education courses, we not only need the degree, but also 12 credit hours in each area we teach. It's been a squeeze to find the money and the time to become fully certified. In five years I will need additional courses on my transcript in order to recertify."

"Okay!" Philip stated emphatically. "I won't feel sorry for myself. I like your idea about joining a committee, and I'll ask the dean where he could utilize my expertise. In the meantime, maybe you could provide me with some teaching tips."

"Sure!" replied Maggie. "But only if you give me ideas in return."

Discussion Questions:

1. How does a novice teacher differ from an expert teacher?
2. Do you feel good teaching involves art or technique?
3. Discuss teacher preparation, its advantages, and its shortcomings.
4. Do you feel satisfied with the way teacher certification is approached in your state? How do certification rules differ among states?
5. What special difficulties do new teachers face?

Case 17

A teacher is asked to use new technology to teach distance classes.

"Distance education? I'm not even sure what it means! How can I teach that way?" questioned Sarah as she entered the teachers' lounge.

Loren, a veteran distance education instructor, motioned for Sarah to sit next to him. "What's the problem?" he inquired.

"I was just asked to teach a class over our telecommunications system. The class is scheduled to start in three days. My immediate reply was no! When I was asked why, I said I didn't want to look like an idiot!"

"Are you frightened about teaching on the system in general, or does the time factor concern you?" asked Loren.

"Both!" Sarah answered honestly. "I don't know how to use the technology, and I haven't studied the pedagogy of teaching this way."

"A common misperception is that a teacher can just take material and approaches from a regular classroom setting and reuse it in the same manner in a distance class," explained Loren. "There's much more involved."

"Are you the person to teach me?" Sarah asked with a smile.

"Sure!" offered Loren. "But I doubt I'll have time to do so in three days."

Sarah shook her head in agreement. "I've already declined for this semester, but I'd like to prepare for second semester."

"I figured you for a risk-taker. At first it's a challenge to use telecommunications technology and teach simultaneously, but it's also exciting to try new methods," encouraged Loren.

It was obvious that Sarah was truly interested in the topic as she continued the conversation. "Tell me how you shaped your distance class."

"I believe that all people in American society have a right to learn," emphasized Loren. "When the telecommunications system was first set in place on campus, I volunteered to teach because I wanted to bring people on campus visually who did not have opportunities to come physically.

"I felt a bit intimidated initially, but I sought out instructors at other campuses who used the technology. They were quite helpful. I carefully planned the course, distributed course materials before the first day of class, and prepared alternatives in case the system was not working properly. I considered the learning activities that worked well in my traditional class and modified them for the distance class. I developed more visual support for my discussions, such as using presentation software to add color, movement, and interest.

"On the course syllabus I added all avenues students could contact me: my fax, email, address, and home and school telephone numbers. Although I didn't set certain office hours, I stayed after class each session so students who wanted to speak privately with me could call me. Then I continuously evaluated myself and the course as well as asked students to complete self-assessment and course assessment questionnaires. I strongly believe distance courses are only successful through team effort."

"How do you effectively communicate with students who are at several locations?" asked Sarah with a shrug.

Loren considered the question a moment before answering. "The most important aspect of a distance class is

that it remain student centered. If the classroom setting is teacher centered, students quickly become bored and tune out. I constantly remind myself to make 'virtual' eye contact."

"What does that mean?" questioned Sarah. "You'll have to explain any technical terms you use because I'm a novice."

"Since I can't make direct eye contact with remote students, I make it appear as if I am looking directly at them. Virtual eye contact is made by looking into the camera. Teachers concentrate by various means. One friend ties a scarf around the camera so it looks like a person. Another instructor here tapes a picture of her daughter on top of the camera. Other teachers route the back T.V. screen to one of the sites and focus on the students in that room.

"I actively build rapport and decrease a sense of isolation by involving students. There is much interaction and participation through discussion and presentations. But instead of listening to me ramble about my distance class, I think you should observe me next week!"

Sarah was pleased by the offer. She found it enjoyable to learn what other faculty accomplished in the classroom, and it was interesting to view different teaching styles.

When Sarah walked into Loren's classroom the following week, she immediately noticed the few students at the home site quickly spread their materials on the table in preparation for the cameras at other sites to click on. Loren welcomed each student by name, then switched to other sites. The touch-screen system made it easy for Loren to access the computer, overhead camera, and remote sites.

"Who's at the Lincoln site?" asked Loren.

As each student identified him/herself, Loren made a personal comment. Then he asked about the weather and told a few short jokes before moving into the course content. It was obvious he was trying to make the students feel comfortable and help them connect as a community of learners.

A negative aspect to the technology was the time spent on equipment check. At first the volumn on Loren's speaker was too loud, and students complained about not hearing their classmates at one particular site. Students were giving presentations, and it took additional time for each student to become positioned in the front and prepare overheads and computer-aided materials. Sarah noticed that the students in the home classroom began whispering to each other as they waited.

Although the main camera panned the entire classroom, it was difficult to see students sitting along the sides. One woman sitting behind a tall man was barely visible. In general, conversation among sites seemed easy and relaxed.

The students were friendly and shared their insights. The most common recommendation for a distance class was the convenience of not having to travel, particularly since most of the students worked full-time during the day and did not have time to drive a long distance at night. They did not have the stress of bad weather that produced undesirable travel.

Sarah felt more comfortable with her upcoming role as distance educator after her observation of a successful class. Loren had ensured that the course ran smoothly.

Sarah continued her preparation for teaching via telecommunications by reading professional materials and receiving training from technical support personnel in the use of the system. She revamped her course and carefully estimated the time each activity would take. She made handouts for the whole semester and addressed envelopes to each site.

As the first session began, Sarah felt confident in her ability to handle a distance class. She had reviewed the student list and practiced pronouncing each name. The telecommunications room was sparkling clean, and students at the home site seemed excited.

As the clock struck the hour, the first remote site came

into view. Sarah asked students to identify themselves by name and location.

"Hi! I'm Jan Cantwell from Brownsville!" came the first voice.

Sarah touched the monitor to access the next site. The students had just finished introducing themselves, when the screen went blank.

"What's happening here?" Sarah asked in horror. She pressed the screen again, but there was no response.

She used the telephone to call technical support. They informed her there was a problem with the state system, and they didn't know how long repairs would take. Evidentally the system was being updated, which caused the shut-down.

"Well, I'm not sure what to do next," Sarah explained to the home group. She had spent much time and effort into developing her class and preparing for teaching on the telecommunications system. Technology had let her down. After waiting 20 minues Sarah contacted technical support again. "Should I cancel class since I can't talk with my remote students, hold class with the few people here, or wait for the system?"

"You decide," the voice on the phone replied. "You're the teacher."

Sarah did not feel like an instructional leader at the moment and had no idea how to make the best decision. She asked herself, "Why didn't I remain in the traditional classroom?"

Discussion Questions:

1. How do you suggest Sarah handle the problem?
2. List advantages and disadvantages to classes taught using telecommunications.
3. Compare a traditional and telecommunications class.
4. What accommodations do teachers make when they teach using alternative delivery systems?
5. Describe ways to best engage students enrolled in distance courses.

Case 18

A student petitions the college for a higher grade, which the teacher does not feel is warranted.

Janet was shaking as she returned to her office after a meeting with the Dean. She couldn't believe she had been put in such a tenuous situation. A student was challenging his grade.

Throughout the semester Corey Rasmussen had been difficult. His attitude was negative, and his face had been molded into a scowl. His attendance was sporadic and his work minimal.

One day his behavior was so bizarre that Janet suspected he was under the influence of alcohol or drugs. Unfortunately, the college counselor and her department chair were attending an out-of-town meeting and could not provide assistance. Janet tried overlooking Corey's uncharacteristic loudness and attention to his classmates since she was unsure about approaching him.

Corey had tried to bully Janet by standing so close to her that they were almost touching. Being tall and heavy, Corey towered over his female teacher. Janet chose to ignore his attempts at intimidation and kept her distance whenever possible.

Using a classroom assessment technique the third week of class, Janet asked the class to describe their thoughts about the course and how they were progressing. Most students were quite positive about the classroom environment and the progression in their learning. Corey wrote the fol-

lowing: "I would be doing better if it weren't for you. You spend more time with some students and not others. You don't explain things well. My dad told me that 'those who can, do; and those who can't, teach.' I don't like teachers, and nobody in this class likes you."

Janet was saddened by Corey's comments. She talked confidentially with a student in the class, who assured her that the class was going well and people genuinely liked and respected her. Janet sent a copy of Corey's assessment to the counselor and decided to pretend as if the negative issues did not exist. She put her efforts into assisting students who really wanted her help.

The semester proceeded without other major incidents. Since he did enough work to get by, Corey barely passed the course with a D. He told his classmates he should have received a higher grade, but the teacher didn't like him. He seemed satisfied with passing, and Janet was relieved she would no longer have to deal with this student. However, when Corey discovered his overall gradepoint average would not guarantee him a diploma, he went to the Dean.

Janet's stress level during the semester was nothing compared to the way she felt now. She'd had difficult students before (every teacher has them), but she had either been able to change their ways of thinking and help them become positive and successful or waited for them to drop or fail the course. She felt she was an excellent teacher, but being called to the Dean's office made her appear less competent.

The Dean explained the student's visit and his threat to sue the college. Corey had remarked to the Dean, "I paid a lot of money for the class and should get credit for it." Janet wondered if he would have preferred college to be like a drive-through bank—pay a fee and pick up a diploma.

According to college procedure, a formal meeting would take place within two weeks of a student's complaint. The Dean, department chair, faculty member appointed by

the Dean, and Janet would meet to discuss the situation and make a decision.

Janet's colleagues recommended she document the problems during the semester to provide a written record of events. She made a copy of Corey's computerized gradesheet, photocopied one of his poorly written assignments she had saved, wrote a memo describing his behavior in class, and retrieved a copy of an e-mail she sent to the counselor. Then she gathered the course evaluations to prove that the rest of the class thought highly of the course.

Janet's documentation took several hours. She grumbled to herself that it wasn't fair she had to spend so much time on a student who cared so little for his education. She should have been concentrating on students who could benefit from her expertise.

Janet made multiple copies of her documents and brought them to the meeting. She was given only a short time to present her case before the Dean tactfully asked her to leave so the committee could discuss the case in private.

As Janet left the meeting, her face reddened in embarrassment. She didn't think the committee listened to her and was concerned her credibility was at stake. It was a lonely feeling.

A few days later, Janet received a call from the Dean's secretary saying a decision had been reached. The first words the Dean spoke when Janet reached her office were, "We decided to change the student's grade to a C-."

Janet was shocked that someone from outside her class would have such authority. The only word she was able to voice was, "Why?"

The Dean explained that the student's father was a local, influential businessman. There might be bad publicity for the college if the student's request was not met. Besides, "We have to think of our students first."

Janet tried to defend her position. "But he didn't meet

enough of the course objectives to warrant a C. I don't think it's in Corey's best interest to teach him he can perform poorly and bully people into letting him get by!"

The Dean put up her hand and responded, "A decision has been made. We won't discuss it again."

Usually such a statement would cause Janet to retreat. Since she was upset, she did not use her better judgment. Instead, she continued arguing. "How will other students in the class react? Is it fair to them? Won't future students get the message they don't have to earn a grade? Isn't such practice further promoting a community college as less rigorous as 4-year colleges?"

The Dean interrupted loudly. "I'm the Dean around here! You'll do what I say, or I'll find someone who can!"

There was no more to say. Janet slunk out of the room. She was hurt that the Dean had so little respect for her. She was just another employee who could easily be replaced. In addition, she felt as if the college didn't support her. She wondered how she could continue teaching when she had to constantly "look over her shoulder."

In her private journal Janet wrote,

"When I was a preservice teacher, I spent much time learning about strategies and techniques for teaching. I also wrote my individual philosophy of education, which I continue to refine. Teaching is important to me; it's more than a job. Teaching is my life.

"I've always worked hard to develop good relationships with my colleagues and students. I thought I was a fine teacher. But now I'm unsure of myself. I no longer have control over my classroom, my students, and my decisions. I feel as if I'm not being trusted to make the right choices. Maybe teaching isn't the right profession for me after all."

Discussion Questions:

1. How could Janet have limited Corey's intimidation?
2. Describe the relationship between Janet and the Dean.
3. What difficulties do teachers encounter during the grading process?
4. What formal procedures do you recommend when dealing with student/teacher conflicts?
5. What types of situations can undermine a teacher's confidence in himself/herself?

Case 19

A teacher who is reprimanded for experimenting with new teaching strategies meets an instructor whose institution encourages innovation.

The last speaker of the day was finishing her final remarks. Barb was tired, yet stimulated, by the speakers during the first day's session of the national conference she was attending. She had received faculty development funds to partially cover her room, board, and travel for the 3-day event. Since money at her community college was tight, this was the first conference she had been able to attend since she joined the college three years ago.

Dr. Holly Henderson was presenting information about student/teacher learning and how it was a joint process. She said as lifelong learners, teachers should take every opportunity to understand themselves as individuals and educators. Holly provided examples of classroom projects in which she utilized her talents as an instructional leader instead of assignment and grade giver.

Barb was impressed with Holly's professional demeanor and speaking skills. Holly presented much insight into the learning process, and Barb was eager to read some of the material listed on Holly's reference list.

Barb wished she had the opportunity to be standing in Holly's place. She had several ideas of topics that would be well-accepted at a professional conference. She wanted the experience of presenting, but her college was unwilling to provide advanced approval for funding or leave time. She didn't feel it was fair to commit to such a project and later have to cancel due to lack of funding.

Barb was interested in the rave review of Holly's institution. In her introductory remarks, Holly praised her college's support in facilitating meaningful discussion and curriculum experimentation. Holly's description was a direct opposite of Barb's view of her college.

Following the presentation, Barb developed courage to introduce herself, compliment Holly, and ask, "Would you be free to eat lunch with me?"

The dining hall was quickly filling with conference participants, but the two women found a small table near the back of the room. Holly broke the ice by describing her excitement about presenting and highlighting her institution.

"I attend one national conference per year to stay on the cutting edge of education. I'm also an active member of our state organization. I enjoy meeting educators from other colleges and learning from them. Now tell me something about yourself!"

"Well," began Barb, "I wanted to talk with you because my situation is different than yours. I thought you might give me some pointers.

"Let me provide an example. Last year I thought I would try something new in my teaching approach. My students would be working on a project, and I decided to get them out of the classroom and into the community. As part of their research, I asked students to interview a business person to receive personal insights. I prepared students by teaching them interviewing skills and checked interview questions to ensure they were suitable to the assignment.

"To my surprise, the chair of my department called me into her office to say it was inappropriate to send students into the community. She expected that the students and I would remain in the classroom where we belonged. Since that time I have been afraid to try new strategies."

Holly appeared bewildered and shook her head as she replied, "You should have been surprised! Most community

colleges in my area strive for innovation. At my college we work as a team. Faculty are encouraged to make proposals for new programs, curriculum changes, grants, and recruiting ideas. Our president has an open-door policy. All of us are on a first-name basis."

"I wish I worked with you!" exclaimed Barb. "At my institution there is a definite power struggle, and the "top-down" approach rules. Any idea coming from faculty is squashed or taken control of by an administrator as her idea. Publicity about the college seldom includes faculty names unless we write the articles ourselves. After working in this type of environment for a year or two, faculty no longer attempt to become a part of college-wide issues. They focus on their individual classrooms."

"I don't think I could work with that structure," Barb said as she shook her head for the second time. "Each day I feel invigorated and excited to begin the work day. My ideas are taken seriously. I enjoy committee work because I'm directly involved in the decision making process, and the relationship between faculty and administration remains warm and positive.

"It appears as if you have a lot of managers at your institution but no real leadership. I'm not sure how the power structure could be changed to become more participatory. The change for us began many years ago when a new president was hired. He set the model for excellent leadership and expected his staff to follow his lead. His open discussion meetings were well attended by faculty, and he really listened to people's concerns.

"Another strategy he used was to change the way our college was publicized. Actually, he put us on the map! Community members began learning more about our activities as expanded articles were sent to the newspaper, and interviews were held on the local radio station. Opportunities for programming on television were sought, and articles were sent

to professional journals. We take advantage of the newest technology to broadcast courses over the telecommunications network, and each faculty has his/her own web site."

"I feel unimportant to the college," stated Barb with a frown. "Is there anything I could do in my role as faculty to encourage administrative change?"

Discussion Questions:

1. Describe how different management styles can affect an entire institution.
2. How much freedom of curriculum design should teachers be given?
3. Why are some educational innovations discouraged?
4. What conflicts exist when faculty and administration disagree? How can such conflicts be resolved satisfactorily to all parties?
5. How can faculty bring about institutional change?

Case 20

A student experiences connections between theory and application.

When I first came to college, I'd already made up my mind I wouldn't like it. I knew I wouldn't fit in, and I'd get bad grades since I never did well in high school.. You may wonder why I bothered to enroll. There were several reasons.

My parents made me come to college. They said they didn't care what I studied, but I needed some kind of training to prepare me for the future. I came to the community college because it was cheaper. I figured it would be less rigorous than a 4-year college, and I could goof off and still pass. I liked working on cars so I enrolled in the Automotive Technology program where I thought I could tinker away on my old Chevy all day.

Well, I was wrong about everything.

In my automotive technology class the teacher made us wear uniforms because he said we had to look professional. At first I was mad because I couldn't wear my rock band T-shirts, and I didn't think the uniform looked good on me. The teacher expected us to read the technical textbook and manuals before we could work on our cars, so I had to do all that reading. We had to clean up the shop area and ourselves before going to other classes. It took a lot of extra time.

I thought I would hate my general education classes. I asked all of my teachers why I had to take those classes for a degree as an auto mechanic. Most of them told me the same thing. At first I wondered if they had all practiced read-

ing the same speech. They said a mechanic was different than a technician, and they tried to make me think about those differences. I couldn't help myself from considering their point of view because they all thought the same way.

In my writing class, I was so bored at first that I thought I'd make a little trouble to liven up the classroom. I threw a paper airplane. Then I laughed because I thought it was funny, and I wanted to see what the teacher would do. This teacher really liked me even though I acted stupid. She didn't yell at me in front of the class. She waited until everyone was writing their assignment. Then she slowly walked around the room, watching each student writing. When she came to me she leaned over, put her hand on my shoulder, and whispered to me. She just said she expected more mature behavior from me. I felt a little embarrassed, but no one else knew what happened.

Then the teacher assigned what she called a short research paper. Ha! I never wrote anything five pages in my life! She had us fill out a form that asked us questions about our topic, experience in writing reports, and expectations. I wrote that all I cared about was to get a D to pass the class.

The next day she gave us another writing assignment. Then she called students to her desk, one at a time, to talk about their topic. When it was my turn she asked, "Is it true you just want to get a D?"

Real proud like I answered, "Yes!"

Then she asked, "Why not get an A?"

I was almost struck dumb! It was a question no one ever asked me before. I answered, "Because I've never gotten an A in any English class before."

She said she couldn't believe it—a creative guy like me. Then she asked what was going to stop me from getting an A in college. She said I could start afresh. Then she smiled at me instead of getting angry.

I did write that research paper. The teacher let me

write about cars. She said she was a believer in revision, and she worked individually with me several times so my words and grammar were perfect.

Then she showed me how to import a picture on the computer. I chose a car the color red because it really stood out. I even put my research paper in a plastic cover so it would look better than the other guys in my class. After attending class each day, doing all the assignments like the teacher suggested, and turning my work in on time I really got an A.

I also had to take a class called Psychology of Human Relations. I tried telling the teacher I didn't need human relations to become a good mechanic because I'd just be working on cars. She actually laughed aloud!

This teacher made us think deeply about ourselves. She asked us all sorts of questions, but we didn't have to share our answers so I decided I wouldn't lie. The activities in class were kind of fun. The teacher called them simulations. They were like games, but they related to real life.

I actually tried some of the techniques on my parents, and we started to get along better. I avoided a fight after remembering my teacher's discussion of anger control. I saw the teacher downtown one day. She came up to me and chatted like we were friends or something. I felt kind of proud that she would talk to me in front of other people like that.

I had to take a speech class. I especially dreaded that class, because who likes to talk in front of other people! I thought my classmates would make fun of me, especially my buddies.

The teacher said he would not compare us with other students in the class since some of us had more experience in public speaking than others. He also described how mean kids were when he was in high school. They made faces at him while he presented. The teacher said such behavior would not be allowed in his class. We had to respect each other.

I looked around the room and realized that the other students felt as nervous as I did. I guessed there was no way they'd make fun of me since they'd know their turn would be next. We worked in groups so I got to know my classmates. They were pretty nice. I didn't think I could do a good job with public speaking, and I was afraid my classmates would be disappointed in my speeches.

We had to give a demonstration speech. The teacher said we couldn't do common activities like baking cookies but should choose a topic related to our major. To be funny I yelled out, "What about changing the oil on a car? I could discuss that in two seconds!"

The teacher agreed with me. Then he said, "If anyone else in the class asked to do that topic, I'd say no. The topic could get boring with someone telling us the steps. Everyone already knows something about changing the oil, even if they don't do it themselves.

"But this would be a great topic for you! You are the only one in the class who could handle it well because you are a professional in that field. I'll speak to you after class and share some ideas."

I couldn't believe it! I thought I could BS my way through the class and pick an easy topic. The teacher said the whole class could come to the shop. I would be dressed in my uniform. My tools would be neatly arranged, and a car already on the hoist. I would describe my tools and some of the parts of the car. I would discuss safety of the procedure and disposing of the used oil. As I demonstrated I would tell my audience what I was doing.

The day of my presentation I wasn't even nervous. I felt excited when the class came into the shop. My area was clean, and the teacher had made sure I was prepared. I had a few notecards to organize my thoughts. My classmates really listened to me. They looked underneath the car and asked me questions. After the presentation they asked if I could

show them around the shop. The teacher asked if I would have time to service his car later that week. He really trusted me to do a good job.

In addition to attending school, I was working hard at my job. I cooked hamburgers at a fast-food restaurant. I know it's not a great job, but I needed the money to buy tools. At first I thought I'd work more hours and skip school. My tech. instructor asked, "Why are you concentrating on a $5 an hour job when you are training for a $12 an hour job?"

His ideas made sense to me. None of these people would let me fail. Finally I started to believe in myself. Now I have a college degree and a full-time job at a dealership. Important people in town are our customers. Some of the men come into the shop dressed in suits and ties. They ask my advice about their cars! They really trust me to do a good job for them. I have to communicate effectively to understand what they want. I'm glad I decided to go to college.

Discussion Questions:

1. How did the student in this case gain higher esteem and self-confidence?
2. How do students' reasons for attending college affect their attitudes about learning?
3. What does it mean to be a professional in one's field?
4. How can teachers help students gain "professional" qualities and skills?
5. How do teachers' expectations affect students' expectations of themselves?

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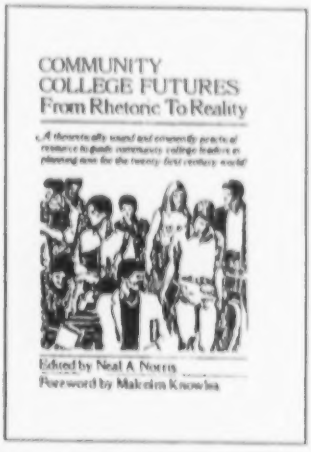

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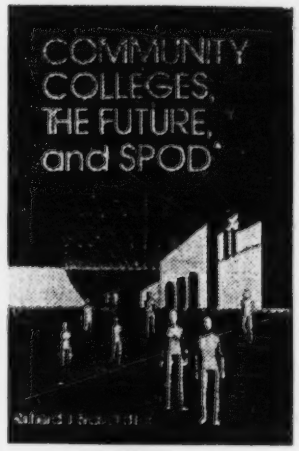

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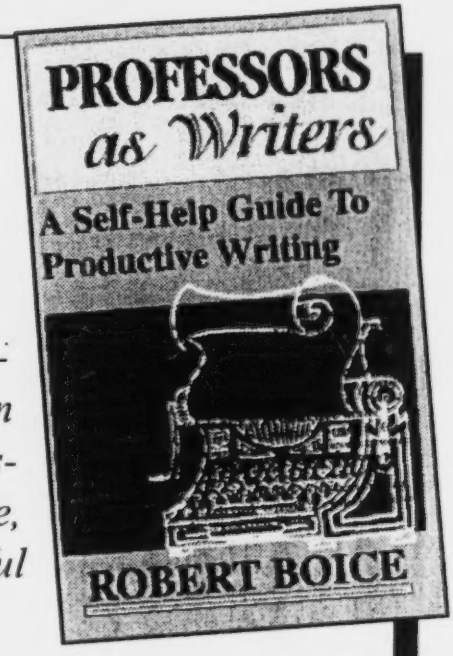

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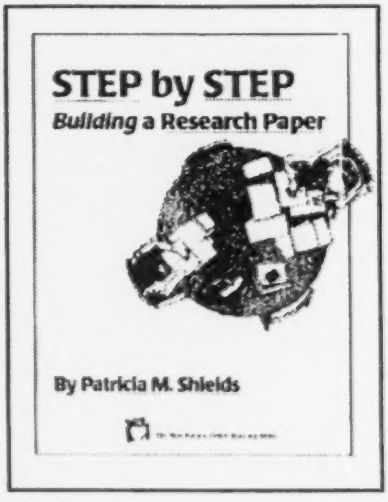

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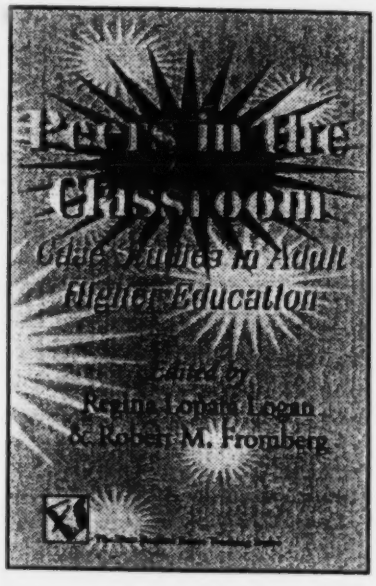

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